

Context:

“As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has decreased. We therefore anticipate, with further progress, that we may be able, from the week commencing 1 June, to welcome back more children to early years, school and further education settings. We will only do this provided that the 5 key tests set by government justify the changes at the time, including that the rate of infection is decreasing and the enabling programmes set out in the roadmap are operating effectively. As a result we are asking schools, colleges and childcare providers to plan on this basis, ahead of confirmation that these tests are met.” (HM Government – 11/5/2020)

Overarching Guidance:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
2. cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
3. ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach
4. cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Principles for staff:

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the ‘catch it, bin it, kill it’ approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don’t congregate in shared spaces, especially if they are small rooms.
13. Make sure you’ve read the school’s updated behaviour policy and know what role in it you’re being asked to take.

HEALTH AND SAFETY						
Aspect / Hazard	Risk	Who might be harmed ¹	Government guidance	Measures to control risk (actions already taken - include procedure for task/activity where these are specified)	Further actions needed	
Reduced first aid provision due to reduced staffing levels	Untreated injuries	Ch, S, P, V, C		<ul style="list-style-type: none"> ▪ Daily consideration is given to the reduced level of first aid provision on site ▪ Staff working in the school are kept informed of the first aid arrangements ▪ For instances where first aid qualifications are due for renewal and may expire during the current crisis i.e. due for renewal on or after 16 March 2020, the HSE has announced a 3 month extension to the validity of all first aid certificates, including Paediatric First Aid. ▪ First aid qualifications have been checked – this only applies to one first aider, who is not currently on site ▪ Trained first aider allocated to staffing in keyworker/ EYFS bubbles to carry out first aid ▪ Y6 bubble has no trained first aider – adults in bubble will supervise children treating minor injuries (eg bathing grazes and using cold compresses), year group using field for playtimes to reduce injury from playground falls; first aider from another bubble will be called if adult in Y6 bubble is not confident to deal with injury. ▪ As a minimum an Appointed Person will be delegated to take charge in an emergency situation ▪ In the event of an incident requiring first aid, should there be no nominated first aider available, the Appointed Person can seek advice from the NHS by calling 111 and asking for medical advice, or call the emergency services on 999 to request an ambulance 		
Administering first aid during	Untreated injuries,	Ch,S,V,C		<ul style="list-style-type: none"> • First Aiders are aware of and follow the Government guidance for first responders; current guidance is that 		

¹ Ch = children, S = staff, P = parents, V = visitors, C = contractors

<p>COVID1-19 Pandemic</p>	<p>potential spread of infectious disease</p>			<p>mouth to mouth resuscitation will be administered to children only, using a face shield. CPR only for adults.</p> <ul style="list-style-type: none"> • PPE should be worn (gloves and masks) when dealing with first aid. • First Aid Needs Assessment has been reviewed and amended to take account of current occupancy, numbers of first aiders required and additional PPE needed during the COVID-19 pandemic including provision of disposal gloves, disposal plastic aprons and fluid repellent surgical face masks; • First aiders will pay particular attention to sanitation measures immediately before and following the administration of first aid; washing their hands with warm running water and soap for a minimum of 20 seconds • First aid to be administered outdoors where possible • First aid boxes will be relocated from staffroom, office and resource area so each bubble has its own box • First aiders advised to consider where they stand when administering first aid – behind and above if possible • Vomit cleaned up as soon as possible, following guidance on cleaning. • First aiders in each bubble will keep their boxes adequately stocked, informing office manager when supplies are getting low • Staff will collect cold compress for their bubble prior to each playtime and return it disinfected after play 		
<p>Fire / lockdown procedures</p>	<p>Burns, smoke inhalation, fire related injuries, death, injuries relating to violence/</p>	<p>Ch, S, V</p>	<p>You might also need to make adjustments to your fire drill and practise it in the first week when more pupils return.</p>	<ul style="list-style-type: none"> ▪ Staff are made aware of current fire and lock-down procedures, including amendments to normal working practices due to current resources and building use, ▪ Each child in a bubble allocated socially distanced spots (as per drop-off place). ▪ Staff to be first and last out to encourage social distancing to be maintained (Teacher in each bubble is fire warden) 		

	aggression			<ul style="list-style-type: none"> ▪ Each group to practise on their first day ▪ Full practice when all groups in • Daily checks are made to ensure all required fire doors are not blocked, kept unlocked and are available in the event of an emergency; • Surplus furniture and resources have been stored away safely so as not to cause a fire hazard, block fire exits or obscure fire extinguishers/signage • Nominated persons are identified in the event of a fire alarm - <ul style="list-style-type: none"> ○ to liaise with fire officer and report any concerns e.g. areas of a building that may not have been checked; ○ to act as Fire Wardens ○ take out the register and emergency grab bag. In the event of a lock-down - <ul style="list-style-type: none"> ○ to call/liaise with the Police. ○ to lead pupils to a 'safe area' depending upon the type of security threat/lock-down. • In an emergency there is no requirement to adhere to the 2 metre social distancing rule if it would be unsafe to do so i.e. it would hinder evacuation 		
Security	Intruder entering, child running off	Ch, S, V		<ul style="list-style-type: none"> ▪ Door entry system operational for staff, controlling access to building ▪ Gate security: for each bubble's allocated time, gates will be opened by adult from bubble just before and locked once all parents have left (Adult by gate to check all have left and disinfect gate ready for next bubble) ▪ Key worker bubble – open green playground gates prior to opening blue gate, remain in playground until all parents have left, then lock blue gate leaving green gate open. 		
Manual Handling	Musculo-skeletal injuries	S		<p>Dynamic risk assessment is carried out when moving furniture/ resources which takes into account;</p> <ul style="list-style-type: none"> ○ task being undertaken; ○ capabilities of individual carrying out the task; 		

				<ul style="list-style-type: none"> ○ load being lifted or moved; ○ surroundings (environment). 		
Sun	Sunburn	Ch, S		<ul style="list-style-type: none"> ▪ Parents asked to send children in appropriate clothes for outdoor play, and with sunhats ▪ Parents asked to ensure children have suncream on before coming to school where forecast indicates this is necessary ▪ Parents asked to send children with suncream and ensure their child is able to apply their own suncream ▪ Existing areas of shade on the site will be utilised to ensure children can access outdoors safely in hot weather; additional sources of shade will also be investigated (eg gazebos) 		
PREMISES						
Routine testing and maintenance	Accidents or incidents resulting in injury, occupational disease, or a risk to health e.g. electrocution, fire, asbestosis	Ch, S, V, C	<p>Ensure that all health and safety compliance checks have been undertaken before opening</p> <p>school buildings that have been partially closed, should be recommissioned as you would normally do at the end of the school summer holiday.</p>	<p>Premises management inspections, testing and servicing of plant, equipment, etc. are kept up-to-date for all parts of the building that remain in use e.g.:</p> <p>Fire Checks: weekly fire alarm checks continue to be made and recorded for occupied parts of the building. The same principle applies to emergency lighting, fire extinguishers etc.</p> <p>Asbestos inspections: undertaken on any areas of the building containing asbestos which remain open. If there is no prospect of areas containing asbestos being disturbed they will be safely left until the school fully reopens, at which point checks will be made as part of the reopening process.</p> <p>Legionella/Water hygiene: weekly flushing regimes will continue; prior to undertaking the flushing regime, the domestic hot water plant will be switched on and fully operational to ensure water is stored above 60 °C for at least 1 hour prior to commencing the weekly flushing regime to sterilize the hot water system and reduce the proliferation of legionella bacteria.</p> <p>Contractor servicing and maintenance: servicing, etc., will continue wherever possible (see section on Contractors and visitors to the premises). The schools property consultant will</p>	Check log for any untested aspects – gym equipment? PAT? Usually done in March	

				<p>be contacted for advice prior to reopening areas of the school where it has not been possible to keep these up-to-date.</p> <p>Testing of electrical items (PAT): PAT testing will continue where possible. If not possible, the school will put local controls in place e.g. by undertaking pre-use visual checks for signs or damage or scorching, removing any damaged or faulty equipment from use, switching off and unplugging all equipment after use etc</p> <p>Records of all testing and checks will be kept;</p> <p>Records will also be kept of those areas that have <u>not</u> been checked and why e.g. due to building closure, reduced resource, etc. These areas will be fully checked before reopening.</p> <ul style="list-style-type: none"> ▪ Daily/weekly checks have continued throughout partial closure ▪ Maintenance undertaken throughout partial closure 		
Premises inspection	Accidents or incidents resulting in injury, occupational disease, or a risk to health	Ch, S, P, V, C	<p>During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</p> <p>Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures</p>	<ul style="list-style-type: none"> ▪ Premises records to be checked prior to phased reopening ▪ Risk assessment completed and reviewed at each stage of phased reopening 		
Premises - cold water	legionellosis	Ch, S, V, C	<p>Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</p>	<ul style="list-style-type: none"> ▪ Flushing and testing maintained throughout partial closure ▪ Premises records to be checked prior to phased reopening 		
Premises– hot water	legionellosis	Ch, S, V, C	<ul style="list-style-type: none"> ▪ Hot water servicing to continue in line with manufacturers’ criteria. ▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. For reference, use the Approved Code of Practice and HSG 274 ▪ Regularly check hot water generation for functionality and if required, temperature recording ▪ If the hot water system has been left operational the hot water should be circulating as 	<ul style="list-style-type: none"> ▪ Testing maintained throughout partial closure ▪ Premises records to be checked prior to phased reopening 		

			normal and regular checks, in line with guidance, should be carried out.			
Premises - gas		Ch, S, V, C	<ul style="list-style-type: none"> ■ 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, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation. ■ Continue planned gas safety checks including gas detection/interlocking 	<ul style="list-style-type: none"> ■ Gas boiler operational throughout partial closure 		
Premises– fire safety		Ch, S, V, C	<ul style="list-style-type: none"> ■ Review and update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ■ Carry out weekly checks of alarms systems, call points, and emergency lighting. ■ Carry out regular hazard spotting to identify escape route obstructions. ■ Check all fire doors are operational. ■ Fire drills should continue as normal. 	<ul style="list-style-type: none"> ■ Testing and checks maintained throughout partial closure ■ Premises records to be checked prior to phased reopening ■ Revised fire procedures in place for phased reopening 		
Premises - kitchen		Ch, S	Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.	<ul style="list-style-type: none"> ■ Kitchen maintained by LCC not school ■ Water flushing has been carried out throughout closure ■ Kitchen assistant to run dishwasher cleaning schedule prior to its first use 		
Premises - ventilation		Ch, S, V, C	<ul style="list-style-type: none"> ■ All systems to remain in normal operating mode. ■ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. ■ Where possible, occupied room windows should be open. 	<ul style="list-style-type: none"> ■ Windows in occupied rooms to be opened by site supervisor on arrival 		
Premises– security		Ch, S, V, C	<ul style="list-style-type: none"> ■ All areas of the school should be kept secure. ■ Access to certain closed areas should only be possible by relevant staff ■ Check that access control and lockdown systems are operational. 	<ul style="list-style-type: none"> ■ Door entry system operational for staff 		
Premises - other		Ch, S, V, C	<ul style="list-style-type: none"> ■ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. ■ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. 	<ul style="list-style-type: none"> ■ All systems maintained throughout partial closure 		

			<ul style="list-style-type: none"> Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. 			
CLEANING						
<p>The risk of infection depends on many factors, including the type of surfaces contaminated, the amount of virus shed from the individual, the time the individual spent in the setting, the time since the individual was last in the setting. 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.</p>						
Sufficient cleaning hours	Insufficient cleaning	Ch, S, P, V, C	<ul style="list-style-type: none"> discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this <p>Once children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day. Talk to your cleaning provider about what will be needed.</p> <p>Refer to guidance on cleaning non-healthcare settings for more information.</p>	<ul style="list-style-type: none"> Increased cleaning regime in place including use of welfare staff over lunch period to clean classroom tables, door handles, sinks and staff toilet. Tables and contact points will be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. Toilets will be deep cleaned at the end of each day. Disinfectant spray in staff toilets to enable all users to wipe taps, flush handle etc before and after using Equipment that needs disinfecting should be identified by staff at the end of the day (message on whiteboard for cleaner). Staff to leave swiftly to enable cleaning to take place more safely. (All out by 4pm) Cleaner to only enter the building when staff and pupils have exited. (NB Changed working hours) Cleaner to wear long gloves. Disinfectant to be used to clean items which cannot be done with soap which then is removed by water into a sink. Teachers should have a spray bottle and disposable cloth to use in classrooms; disinfectant spray to be kept out of the reach of children 		

				<ul style="list-style-type: none"> ▪ Staff will spray tables and ask Y6/keyworker children to wipe their own area with a paper towel before they leave school, disposing of towel in the lidded bin ▪ A documented cleaning checklist is in place to ensure the enhanced cleaning schedule is followed and maintained ▪ Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE; ▪ PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves, aprons etc. ▪ COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary ▪ Supplies of soap, sanitiser, disinfectant spray, paper towels and tissues are checked by site supervisor at the start of day; staff will report shortages to headteacher immediately they become aware of any. 		
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<p>Cleaning areas possibly infected with Covid19</p>		<ul style="list-style-type: none"> • follow COVID-19: cleaning of non-healthcare settings guidance • The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. 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 particular attention to frequently touched areas and surfaces, such as bathrooms, 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 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 • Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below: • 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 OR • if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses <p>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.</p>	<ul style="list-style-type: none"> ▪ The school will follow the procedures as set out in the Government guidance Cleaning in Non-Health Care Settings following a confirmed or suspected case of COVID-19 on site; ▪ A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination; ▪ Member of staff who has treated person possibly infected should clean and disinfect the area once the person has left using disposable cloth /paper roll and disinfectant spray ▪ This should include all potentially contaminated areas including ▪ Any areas visibly contaminated with body fluids ▪ High contact areas including door handles, surfaces ▪ Toilets if used ▪ Avoid creating splash or spray ▪ Cloths and highly contaminated items should be disposed of – see Waste Management ▪ Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people’s potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments ▪ All staff will train by watching Covid 19 PPE donning and doffing video for health care workers 		
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Waste management			<p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <ol style="list-style-type: none"> 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. <p>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> 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 <p>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 waste or otherwise by a specialist clinical waste 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.</p>	<ul style="list-style-type: none"> Waste cleaning materials are disposed of in the usual way unless it is confirmed or suspected that they are contaminated as a result of a member of staff of pupil displaying symptoms. Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely Contaminated or suspected contaminated waste will be double bagged, labelled and stored for 72 hours before being disposed of with general waste; Contaminated waste will be stored in the group room during the school day, and moved to the blue storage container by the site supervisor once everyone has left the building 		

HYGIENE AND INFECTION CONTROL

Transmission of coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces which are then touched and introduced into the mouth or eyes of an uninfected person. Another route of transmission is via aerosols (extremely small droplets), but this is only relevant to medical procedures for a very small number of children in education and social care settings. (Safe working in education, childcare and children's social care settings, including use of PPE – 14/5/2020)

Spread of germs in building	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<ul style="list-style-type: none"> An enhanced cleaning schedule is followed for frequently touched objects such as railings/bannisters, door and window handles, 		
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				<p>taps, desk/table tops, sports equipment, teaching & learning aids, computer equipment, telephones, toys and bathroom facilities</p> <ul style="list-style-type: none"> • All occupied areas will be thoroughly cleaned at the end of the day 		
Handwashing	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • ensure that all adults and children: <ul style="list-style-type: none"> ○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ○ are encouraged not to touch their mouth, eyes and nose • think about engaging parents and children in education resources such as e-bug and PHE schools resources • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing 	<ul style="list-style-type: none"> • Guidance and training is provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins. • All staff, pupils and visitors are required to follow guidelines re washing hands thoroughly with warm running water and hand soap for at least 20 seconds upon arrival on site and/or use the hand sanitiser at the point of entry; • All staff and pupils wash their hands more frequently, particularly before eating and drinking, administering first aid, before and after playtime/breaks, after using shared resources and after using the toilet; • Posters are displayed on good hand washing technique and government guidelines on good hygiene/social distancing; • Pupils are reminded to avoid touching their faces • Support young children / those who need extra support with hand washing by verbal encouragement observing social distancing • Use games to enable EYFS to reinforce handwashing routines • Hand dryers are disconnected and replaced with paper towels and lidded bins 		

Tissues	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ensure that bins for tissues are emptied throughout the day 	<ul style="list-style-type: none"> Everyone follows the Catch it, Bin it, Kill it guidance to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be washed immediately after disposal); Tissues are readily available in the areas being used; Pupils are reminded how to catch coughs and sneezes if a tissue is not readily available i.e. in the crook of the elbow rather than in the hands Lidded bins are available in classrooms 		
Clothing	Potential spread of infectious disease	Ch, S, P, V, C	<p>there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p> <p>Uniform that cannot be machine washed should be avoided. You will want to think about leeway for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it.</p>	<ul style="list-style-type: none"> Pupils asked to wear different clean clothes each day; once worn, clothes can either be washed straight away or quarantined for 3 days before wearing again (eg one outfit worn Monday and Thursday, another Tuesday and Friday, third on Wednesday) Staff have been instructed to store personal items and clothing in areas not widely accessible during the working day e.g. in lockers. 		
Hand sanitiser	Potential spread of infectious disease	Ch, S, P, V, C	<p>the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment</p>	<ul style="list-style-type: none"> Hand sanitiser has been made available where hand washing facilities are not readily accessible. Sanitiser by every classroom door, in offices, staffroom, PPA room, staff toilet and at entrance door Sanitiser checked and topped up before the start of school each day 		
Removal of furnishings	Potential spread of disease	Ch, S, P, V, C	<ul style="list-style-type: none"> remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 	<ul style="list-style-type: none"> Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) have been removed and placed in storage 		
Ventilation		Ch, S, P, V, C	<ul style="list-style-type: none"> where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 	<ul style="list-style-type: none"> Windows opened on arrival External doors kept open where safe to do so EYFS bubble internal doors closed for safeguarding, other bubble internal doors open 		

			<ul style="list-style-type: none"> prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation 			
Test and trace		Ch, S, P, V, C	<ul style="list-style-type: none"> test and trace programme will play an important role in helping to minimise the spread of coronavirus in the future. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. They will play an important part in tracing the contacts of those with coronavirus, including children. 	<ul style="list-style-type: none"> Staff will isolate if advised to do so by the test and trace programme Families will be asked to abide by advice from the test and trace programme in order to keep the school community safe 		
ISOLATION AND ILLNESS						
Pupil displaying signs of illness		Ch		<ul style="list-style-type: none"> Parents asked to keep children at home if they are feeling unwell, regardless of whether their symptoms are COVID related, to avoid compromising safety in a bubble by a member of staff having to look after sick children. 		
Staff or pupil displaying signs of COVID-19 whilst in school	Potential spread of infectious disease	Ch, S, P, V, C	<p>tell children, 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 (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p>	<ul style="list-style-type: none"> Staff are aware of the virus symptoms and are vigilant in reporting all concerns to the responsible person who will reference DfE COVID-19: guidance for education settings for advice on dealing with the situation; Staff who have assisted someone who has taken ill with COVID-19 symptoms will wash their hands with warm running water and soap for a minimum of 20 seconds. They do not need to go home unless they display the symptoms themselves; Ideally, a window will be opened in the room for increased ventilation; If an individual (adult or child) showing COVID-19 symptoms, needs to use the bathroom while waiting to go home, they will use a separate bathroom if possible. PPE will be worn by staff supervising children awaiting collection 		

			<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital..</p>	<ul style="list-style-type: none"> ▪ After collection of the child and cleaning of isolation room used, staff do not need to go home. However, staff who wish to use the shower facility in school and change clothing may do so. ▪ See also cleaning section 		
Confirmed cases of CV19	Potential spread of disease	Ch, S, P, V, C	<p>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health</p>	<ul style="list-style-type: none"> ▪ Staff showing symptoms are sent home and reminded to self-isolate following current government guidance for staying at home; ▪ All staff who display symptoms should access a test provided by the appropriate health care professional. ▪ If a pupil displays symptoms they will not be permitted to remain in school. Their parent/carer etc will be required to take them home. Where this is not immediately possible, the pupil will be placed in a separate room (Group room, observed by a member of staff, ideally from the doorway) until they can be collected, whilst being mindful of individual pupils' needs; ▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household. ▪ If any children or staff test positive, the whole bubble should be sent home and advised to isolate for 14 days. The other household members of that group do not need to self-isolate 		

			protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.	unless the child, young person or staff member they live with in that group, subsequently develops symptoms. <ul style="list-style-type: none"> ▪ PHE guidance will be followed 		
Temperature testing		Ch, S, P, V, C	Parents, carers and settings do not need to take children’s temperatures every morning. Routine testing of an individual’s temperature is not a reliable method for identifying coronavirus.	Temperature checks will not be used at the school.		
Availability of testing		Ch, S, P, V, C	When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers . Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal	<ul style="list-style-type: none"> ▪ All pupils and their families will have access to testing if they display symptoms. ▪ Parents are advised to use the 111 online coronavirus service and to report results of tests to the school in order that appropriate further action can be taken ▪ Staff can book tests directly on an online digital portal 		
PPE						
Need for Personal Protective Equipment (PPE)	Potential spread of infectious disease	Ch, S, P, V, C	Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not	<ul style="list-style-type: none"> • Staff are aware of the need to use the appropriate PPE when completing specific tasks e.g. cleaning; • PPE is sourced through the schools usual procurement routes • If appropriate PPE cannot be obtained through the usual procurement routes the Headteacher will 		

		<p>require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</p> <p>Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • 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 fluid-resistant surgical face mask 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 disposable gloves, a disposable apron and a fluid-resistant surgical face mask 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 <p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not</p>	<p>request support from the Local Resilience Forum via their Headteacher or Chair of Governors</p> <ul style="list-style-type: none"> • Disposable gloves are worn during normal cleaning regimes. • Disposable gloves and impermeable aprons must be worn when cleaning areas that have been occupied by someone displaying symptoms of COVID-19 • Disposal gloves & impermeable aprons should be worn when administering first aid. A dynamic risk assessment should be carried out on individual circumstances before deciding if it is appropriate to also wear a fluid repellent surgical face mask and eye protection if there is a risk of splashing of bodily fluids and/or airborne contaminates. • Staff are provided with information and instruction on the use and disposal of PPE including face masks. • Staff are not required to wear a face covering but will not be prevented from doing so should they wish to do so • Staff should not wear gloves unless for medical emergencies • Faeces is potentially a source of infection; staff changing nappies and dealing with toileting accidents should take particular care with positioning themselves to the side, using PPE and cleaning their hands thoroughly afterwards • Children will not be permitted to wear face coverings at school – they may wear them on the journey to and from school but should take these off and leave them with a parent before entering the building. This is to avoid spreading germs through playing with face coverings or picking up discarded face coverings 		
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			possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum. Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including the use of PPE.			
BUILDING – SOCIAL DISTANCING MEASURES						
Hall, and Classrooms other than EYFS	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> organise classrooms, maintaining space between seats and desks where possible remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere accessing rooms directly from outside where possible <p>Desks should be spaced as far apart as possible Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</p>	<ul style="list-style-type: none"> Adults and pupils within an individual group will use the same classroom or area of a setting throughout the day; All rooms are accessed directly from outside Where desks are used, rooms have teacher only zones. Desks are positioned 2m from each other and at least 2m from teacher’s desk Children will have their own desks, seated one child per double desk Doors and windows will be kept open where possible to aid ventilation (bearing in mind safeguarding) Classrooms will be accessed from the external doors 		
Cloakrooms	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> Cloakrooms will not be used – children will hang coat on back of their chair Children will be discouraged from bringing anything unnecessary to school. Bookbags and PE kits will not be brought to school Lunchboxes will be kept at desks 		
Staffroom	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 	<ul style="list-style-type: none"> Staffroom furniture has been reconfigured to maintain social distancing and reduce face to face contact ; chairs should not be moved Staff should minimise time spent in staffroom and maintain social distancing where staff from other bubbles also in the staffroom at the same time 		

				<ul style="list-style-type: none"> Disinfectant spray available for wiping areas of contact such as hot water boiler and fridge door handle 		
PPA room	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> Staff should avoid gathering in PPA room and maintain social distancing Disinfectant spray available for wiping photocopier before and after use 		
Office	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> Measures have been put in place to protect office staff when dealing with contractors, parents and visitors. Glazed panels will not be opened Wherever possible, contractors, parents and visitors should only attend by prior appointment. The occupancy of the school office is restricted to ensure social distancing 2 metre rules can be observed; office manager and headteacher only to access office. 		
Movement around school – toilets, worship	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> use the timetable and selection of classroom or other learning environment to reduce movement around the school or building stagger assembly groups Try to reduce possible contact between different groups of children, and between adults, it may be helpful for corridors to be used on a one way basis at any given time 	<ul style="list-style-type: none"> Access to toilets will be supervised by staff to ensure social distancing and to avoid queues building up in narrow corridor. Bubbles remain in their own room or outside – no movement around building other than to toilet Worship and lunch held in classrooms. 		
Toilets	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	<ul style="list-style-type: none"> Specific toilet areas are designated to different groups of children; Access to the toilets will be controlled to limit the number of pupils who use them at one time in order to manage social distancing; Keyworkers - staff toilet, after school club toilet (1 person at a time in each) (After school club toilet only used when bubble size goes above 7) Year 6 – junior girls and junior boys toilets (1 person at a time in each) 		

				<ul style="list-style-type: none"> • EYFS – EYFS toilets – only use end cubicles and sinks • Final bubble – infant toilets – only use end cubicles and sinks • Staff – disabled toilet. Use disinfectant spray and wipe down before/after use. • One adult should accompany pupil to toilet to support management of hand washing and ensure crossover to other bubbles does not occur. • Caretaker to check soap supply is adequate 		
Shared spaces	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> • use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 	<ul style="list-style-type: none"> • Shared work areas are avoided wherever possible. Where this is not possible work areas to be thoroughly sanitized before and after use by different groups of people • Hall will not be used for lunchtime, worship or PE lessons • Resource area will not be used • Staffroom and staff toilet are only shared spaces • Resource area divided to keep access to Y6 toilets and infant toilets separate. 		
Non mixing of groups	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> • consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing 	<ul style="list-style-type: none"> • As far as practicable groups will be kept apart with only brief transitory contact if this is unavoidable; • Pupils will be encouraged to socially distance themselves from staff and other pupils and to stay within their small groups 		
Outside areas	Potential spread of infectious disease	Ch, S, P, V, C	<p>Use outside space:</p> <ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using 	<ul style="list-style-type: none"> • When possible, groups will work outdoors as this can limit transmission and more easily allow for social distancing between children and staff; • Outdoor equipment is cleaned between groups of pupils using it. Multiple groups are not permitted to use outdoor equipment simultaneously; 		

			<p>it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> <ul style="list-style-type: none"> consider which lessons or classroom activities could take place outdoors 	<ul style="list-style-type: none"> Outdoor space is divided into 4 areas, (front yard, side yard, EYFS area, field) – each bubble will have access to one area for play/lunchtime per day. (Front yard – keyworkers; Field – Year 6 (Mon, Tues only); EYFS area – EYFS; Side yard – final bubble) Equipment will be allocated to each group and disinfected before passing to another Where lessons and weather permit, use of outdoor space will be encouraged for learning during the day, teachers using outdoor education wherever possible Areas will be timetabled to allow all to use the field Trim trail may only be used by Year 6 and keyworkers (allows time for virus to die in sunlight between groups) Tunnel will not be used Field use at playtimes/lunch: Mon/Tues – Y6 Weds -EYFS, Thurs – final bubble, Fri – keyworkers 		
VULNERABLE INDIVIDUALS – children and staff						
Shielding and extremely clinically vulnerable pupils	Becoming seriously ill from the effects of coronavirus, potential to be life threatening	Ch	<p>Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p>	<ul style="list-style-type: none"> Children who have been classed as clinically extremely vulnerable due to pre-existing medical conditions and have been advised to shield will not be expected to attend school and will continue to be supported at home as much as possible. 		
Shielding and extremely clinically vulnerable staff	Becoming seriously ill from the effects of coronavirus, potential to	S	<p>Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.</p>	<ul style="list-style-type: none"> If a member of staff has received an official letter from the NHS identifying them as clinically extremely vulnerable and recommending shielding, the member of staff will NOT be required to return to the workplace. Where possible work will be 		

	be life threatening		Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.	allocated that they are able to undertake from home.		
Living with someone who is extremely clinically vulnerable	Becoming seriously ill from the effects of coronavirus, potential to be life threatening	Ch, S, P	If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance , it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.	<ul style="list-style-type: none"> The school will highlight to parents and staff that where someone in their household is extremely clinically vulnerable, children and staff should not attend school as stringent social distancing cannot be strictly adhered to, and they will be supported to work from home. 		
Clinically vulnerable pupils	Becoming seriously ill from the effects of coronavirus, potential to be life threatening	Ch, S, P		<ul style="list-style-type: none"> The parents of children who are classed as clinically vulnerable (but not clinically extremely vulnerable) must follow medical advice as to whether their child is able to attend school or not. If medical advice permits the child to attend school, an individual risk assessment will be carried out in consultation with the parents and other relevant parties. This will be reviewed on a regular basis. 		
Clinically vulnerable staff			Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to	<ul style="list-style-type: none"> An individual risk assessment will be completed for any staff member who is identified as clinically vulnerable. If it is not possible to work from home the individual risk assessment will assess the risks to that individual and identify ways to reduce these risk to an acceptable level including the need for any reasonable adjustments. This will be done in consultation with the member of staff and will be reviewed on a 		

			do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.	regular basis or in the event of any significant changes.		
Living with vulnerable staff and children	Becoming seriously ill from the effects of coronavirus, potential to be life threatening	Ch, S	If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.	<ul style="list-style-type: none"> Children and staff are able to attend school if they live with someone who is clinically vulnerable, but not extremely vulnerable 		
STAFFING – school based						
Adequate staffing levels – including childcare, HS DSL, 1 st aid, fire wardens	Potential infectious disease, Injury or harm from accidents,	Ch, S	<p>if there are any shortages of teachers then teaching assistants can be allocated to lead a group, working under the direction of a teacher</p> <p>Possible approaches to managing a shortfall in staffing include:</p> <ul style="list-style-type: none"> bringing additional teachers in to help, who may be supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance in section 2 about consistent staffing across the week) asking suitably experienced teaching assistants who are willing to do so to work with groups under the supervision of a teacher using some senior leadership time to cover groups, although you should as headteacher consider your own workload and that of your senior colleagues to make sure this is manageable and you have sufficient leadership time remaining 	<ul style="list-style-type: none"> Staffing levels are reviewed in line with current DfE guidance and where necessary advice is taken from Schools Advisory Service Staff work on a rota basis to provide adequate cover and to reduce the number of persons on site at any one time Weekly staff risk assessment to ensure sufficient staff are in place Home working where possible. 2 staff per bubble allows for cover for any first aid and breaks TAs may be asked to cover bubbles if necessary for short-term illness, if they are willing to do so Supply teachers will not be used due to the risk of bringing increased infection 		
Workload and wellbeing / anxiety	Increased levels of stress/ anxiety and lower than	S	It is natural that some staff will be worried about coming into school even if the risks for them are very low. You will know your staff best and so will be in the best position to work out how to proceed in individual cases. We are working in an unprecedented context, and more	<ul style="list-style-type: none"> The Headteacher/Chair of Governors, or other senior personnel, will keep in regular contact with staff to monitor their working arrangements and offer support and advice where necessary; 		

	normal levels of wellbeing		<p>reassurance and discussion than usual may be required. It is always best, if at all possible, to work out a sensible way forward in individual cases that acknowledges any specific anxieties but which also enables the school's responsibilities to be effectively discharged. If you need support in finding a solution, speak to your local authority or trust. Arrange regular opportunities to get feedback from staff on the new arrangements.</p>	<ul style="list-style-type: none"> • All staff asked to have daily check-in with Headteacher before leaving the site • Staff are able to make contact with a colleague or manager for advice and support, or just for reassurance, during the normal working day; • Colleagues in each bubble asked to support and reassure each other • A process is available for individuals to report concerns over breaches of school safe working policy/guidelines so that intervention can occur; • Where a member of staff returning to the workplace has raised concerns about their safety or wellbeing due to the risk of COVID-19, where necessary their line manager can complete a risk assessment addressing COVID-19 concerns for an employee to help identify key concerns and any further adjustments required to support them at work; • Staff are made aware of sources of information that will assist staff wellbeing such as: <ul style="list-style-type: none"> ○ Employee Wellbeing ○ MIND web site ○ H&S COVID-19 web page ○ Staff signposted to Mental health training – Schudio TV anxiety training ○ Signposting to SAS wellbeing service 		
Working hours	Increased stress	S	<p>Alongside this, governing boards and school leaders should consider the mental health and wellbeing of staff (including school leaders themselves), and the need to implement flexible working practices in a way that promotes good work-life balance for teachers and leaders</p>	<ul style="list-style-type: none"> ▪ Full time staff are encouraged to keep shorter working hours on site than usual – ie no earlier than 8am and no later than 4pm – to enable effective and safe cleaning and to support work-life balance ▪ Hours of part-time staff will need adjusting to take account of the staffing needs of each bubble (for example, working usual hours over 2 full days rather than 4 part days) 		

Allocation of roles - stress	Increased stress/ anxiety	Ch, S	Remember staff may need to work with different groups of children than usual.	<ul style="list-style-type: none"> • All staff have clear roles and responsibilities which are within their capabilities and are aware of how to raise any concerns; • Allocation of staff to bubbles will take into account as far as possible staff expertise and experience, as well as their normal working hours 		
Training	Spread of infection	Ch, S, P, V, C	Prepare guidance for staff (see a model in annex b) and ensure all staff are trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently. Undertake an online staff meeting before wider opening from the week commencing 1 June, to take staff through arrangements if possible. talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	<ul style="list-style-type: none"> • All staff will familiarise themselves with the risk assessment, complete basic COVID-19 training and be trained in donning /doffing PPE • Opportunity will be given for staff to discuss issues arising and raise questions prior to returning to work 		
Staff meetings	Spread of infection	S		<ul style="list-style-type: none"> • Staff meetings will be kept to the minimum required and will be held on Zoom where possible • Meetings will only be held on site if unavoidable, only with essential staff and outside where possible • Staff will bring their own stationery/equipment to any meeting on site 		
Staff breaks		Ch, S	<p>assume that the staffing model will be one teacher per group (or 2 teachers sharing the week if you have existing jobshares) - qualified teachers are qualified to teach any primary year group, including early years foundation stage (EYFS)</p> <p>ensuring that staff remain at a safe distance from each other at lunchtime or during breaks (including how to manage if your school has a small staff room or other staff areas)</p>	<ul style="list-style-type: none"> • 2 staff have been allocated to each group in order to allow for breaks during the day • Staff should maintain social distancing from colleagues at all times, and especially from staff in other bubbles • Staff should not leave the school site during the day, including at lunchtime • Staff should not sit next to or opposite colleagues in the staffroom; most chairs have been removed and those remaining should not be moved 		

PPA cover		Ch, S		<ul style="list-style-type: none"> • School closure for deep cleaning will allow for PPA cover for teachers in Year group bubbles • Teacher in keyworker bubble will have PPA covered by teaching assistants in that bubble 		
Lone working	Accident/ injury	S,C		<ul style="list-style-type: none"> • Lone working will be monitored by a nominated member of staff on site e.g. any building maintenance by the site supervisor, will be noted on the whiteboard along with their whereabouts, a check-out and expected check-in time; 		
Staff working on other sites	Potential spread of infection between schools	Ch, S, P, V, C		<ul style="list-style-type: none"> • Part-time staff working at other schools identified and risks of cross-infection assessed • One staff member included on rota (other school using her for limited hours in isolated office only) • One staff member not included on rota (majority of hours worked at another school in high risk role) 		
Staff illness – non Covid		Ch, S, P, V, C		<ul style="list-style-type: none"> • Staff should follow normal procedures if ill, contacting head and office manager as soon as possible • For short term cover, other staff member in the bubble will continue working with their bubble, with breaktime cover from Headteacher • Supply cover cannot be used without introducing further risk to staff • If bubble cannot be safely covered, then all members will be told not to attend school; parents need to appreciate this could happen at very short notice. 		
STAFFING – not school based						
Isolation	Stress/anxiety	S		<ul style="list-style-type: none"> • Regular contact will be maintained with staff not attending school site via telephone, messenger, email or Whatsapp 		

				<ul style="list-style-type: none"> • Staff not attending site regularly will be encouraged to maintain social contact with all colleagues via whole school Whatsapp group 		
Homeworking /DSE	Development or worsening of existing musculoskeletal injuries or health conditions	S		<ul style="list-style-type: none"> • Staff are aware of the current Government guidance regarding self-isolation if they are in a 'high risk' category due to a health condition, or if they or any members of their household display symptoms of COVID-19. • Where possible, and in line with the School's needs, staff will be asked to work from home e.g. where they are shielding or to reduce the number of persons in school at any one time. Homeworking will usually involve the use of Display Screen Equipment (DSE) in the form of mobile laptops, yogas, tablets, phones, etc.; • Staff working from home have undertaken DSE eLearning and are aware of how to set-up their workstation and equipment at home so as not to cause additional health risks. Staff have access to H&S information and support to assist homeworking arrangements such as: <ul style="list-style-type: none"> ○ H&S COVID-19 web page (section on 'How to support employees working from home') <p>Remote H&S support is available via the Duty Officer by Tel: 01772 538877 or email HS&Q Team at: health.safety@lancashire.gov.uk</p> <ul style="list-style-type: none"> • In circumstances where staff are homeworking for more than one month at a time, a Homeworker Checklist & Risk Assessment (see link to above web page) will be completed to identify any issues or concerns. These can then be discussed with their line manager at school and further actions taken where necessary. • 		

PUPILS						
<p>Number of pupils on site</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, V, C</p>	<p>From the week commencing 1 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.</p> <p>We are therefore gradually increasing the numbers of children and young people attending schools and colleges. This decision is based on the latest scientific advice. By returning pupils gradually, settings can initially reduce the number of children and young people in classrooms compared to usual and put protective measures in place to reduce risks.</p> <p>Our ambition is to bring all primary year groups back to school before the summer holidays, for a month if feasible, though this will be kept under review. We will only welcome back additional year groups if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools. The safety of children and staff is our utmost priority.</p> <p>For primary schools, classes should normally be split in half, with no more than 15 pupils per small group 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. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</p> <p>If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:</p> <ul style="list-style-type: none"> • primary schools - nursery (where applicable), reception and year 1 • assume all eligible children will attend for the purposes of the first stage of planning, even if you think that is unlikely - that includes ensuring you follow the attendance expectations for vulnerable children 	<ul style="list-style-type: none"> • School will open on 8th June at earliest due to half term holiday • Lancashire County Council guidance will be followed regarding the earliest actual date for return, as this is based on local rather than national public health information • DfE COVID-19 guidance on implementing social distancing in educational settings is implemented and reviewed regularly; • Guidance on Social Distancing MUST be adhered to at all times • Social distancing applies with desks and movement around the building at all times, but is acknowledged to be impossible for EYFS • Classes have been split in half, with no more than 15 pupils per group and one teacher (and, if needed, a teaching assistant). • Maximum of 10 in classrooms due to limited space to accommodate 2m distance between desks • Vulnerable pupils and children of critical workers in other year groups will also be split into small groups of no more than 15. • Maximum of 15 in hall for keyworker group • Staff ratios for EYFS remain • Increase in numbers will begin with keyworker group, then other year groups will be introduced at weekly intervals after review of risk assessment, starting with Year 6, then EYFS. • Planning for all eligible children to attend means that only part-time attendance can be offered; however based on indicative responses to 	<p>LCC Guidance of 27/5/2020 – schools should not open on 8/6/2020</p>	

				<p>parent survey, likely take-up is under 50% in which case children would be able to attend every week</p> <ul style="list-style-type: none"> • Where parents initially deciding not to return their child to school change their minds at a later date, a week’s notice will be required as bubbles may need to be reorganised. • Opening to all year groups prior to the summer holiday will only be possible if <ul style="list-style-type: none"> - social distancing requirements are relaxed to allow children to sit closer together - part-time attendance is allowed - clinical vulnerability is relaxed to allow more staff to return to work 		
Consistent groups	Potential spread of infectious disease	Ch, S, P	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • 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 • determine your half class groups (maximum size of 15), taking into account any limitations of your school buildings and outdoor space (see implementing protective measures in education and childcare settings for more details) • include children of critical workers and vulnerable children who are in reception, year 1 or 6 in groups of 15 within their year group • determine your small groups (maximum size of 15) of children of critical workers and vulnerable children not in reception or years 1 and 6 	<ul style="list-style-type: none"> • Pupils will remain in the same small groups at all times each day, and different groups will not mix during the day, or on subsequent days; • The same staff will be assigned to each group and, as far as possible, these will stay the same during the day and on subsequent days; • Keyworker children must stay in one bubble – either the keyworker full-time bubble or their year group part-time bubble • One teacher/TA3 and one TA2 per bubble allocated to facilitate breaks: 		
Pupils with SEND	Potential spread of	Ch, S	<p>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with</p>	<ul style="list-style-type: none"> • Staff have undertaken training on Preparing for ASD children to return to school 		

	infectious disease		other meaningful symbols, and social stories to support them in understanding how to follow rules)	<ul style="list-style-type: none"> • Social stories/ video / photos will be prepared to explain changes to children returning to school • Staff will be particularly aware of the needs of SEND pupils, and will support them in understanding rules • Individual risk assessments prior to re-admission will be undertaken for all children with sensory needs or high needs SEND, to establish if they can safely be admitted at this time 		
Anxiety – reluctance to leave carer	Potential spread of infectious disease	Ch, S, P		<ul style="list-style-type: none"> • Staff will encourage children to come into school but cannot take children’s hand and lead them away from carer • Parents will be asked to take home children who are reluctant to separate from them, and try again another day 		
Behaviour	Potential spread of infectious disease	Ch, S	Ahead of opening for more pupils, schools will need to update their behaviour policy to reflect the new rules and routines, and communicate these changes to staff, pupils and parents. Think about if and how your school rules need to change. There are some example new school rules given in annex a which you could adopt or adapt. Any revised rules will need to be referenced in the revised behaviour policy with sanctions.	<ul style="list-style-type: none"> • Behaviour policy addendum has been written • Individual risk assessments prior to re-admission will be undertaken for all children with behaviour plans, to establish if they can safely be admitted at this time • New behaviour expectations will be made clear to pupils, parents and staff • New expectations will be proactively taught and rigorously reinforced throughout the day • Pupils must follow staff instructions for hygiene, social distancing • Pupils must keep to their own room and designated outdoor spaces • Pupils must not share drink bottles or lunches • Pupils must not have physical contact with other pupils (eg hitting or kicking) or deliberately cough or spit at others • Pupils will be given a warning if they fail to comply with rules 		

				<ul style="list-style-type: none"> • Repeated ignoring of rules will result in them being sent home for a fixed period 		
Social distancing and physical contact	Potential spread of infection	Ch, S	<p>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. 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Room layouts have been adjusted to allow for social distancing e.g. tables spaced out to the recommended distance i.e. a minimum of 2 metres apart. • Physical contact such as handshakes and hugs should be avoided • Staff and pupils should endeavour to stay 2m apart 		
Mental health and wellbeing	Increased anxiety	Ch	<p>We want to get all children and young people back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know how important it is for their mental wellbeing to have social interactions with their peers, carers and teachers.</p> <p>school staff will need to consider how to support:</p> <ul style="list-style-type: none"> • individual children who have found the long period at home hard to manage • those who have developed anxieties related to the virus <p>All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.</p>	<ul style="list-style-type: none"> • Opportunities will be provided for children to talk through their experiences in lockdown • Opportunities may be available for 1:1 conversations with an adult (although this will not necessarily be a TA who normally deals with mental wellbeing, due to bubble staffing) • Mental wellbeing will be a daily curriculum focus in all bubbles • Curriculum activities will promote opportunity to renew and develop friendships 		
Safeguarding concerns reported on return to school	Risk of harm	Ch, P	<ul style="list-style-type: none"> • those about whom there are safeguarding concerns • those who may make safeguarding disclosures once they are back in schools <p>If safeguarding issues come to light they should be addressed using the school's safeguarding policy, which may need to be updated in light of wider opening. Headteachers should consider how they</p>	<ul style="list-style-type: none"> • Safeguarding disclosures made about families not currently in school are recorded and followed up swiftly • Safeguarding disclosures made by families not in school will be followed up with them prior to return • Safeguarding disclosures made in school by a child will be followed up by staff and reported to the DSL in the usual way 		

			might manage any increase in referrals as pupils return to school			
Bereavement		Ch, S, P	Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.	<ul style="list-style-type: none"> HT has undertaken child bereavement training Staff will be available to support any children and families who have been bereaved through 1:1 conversations Signposting to helpful resources such as Winstons Wish Colleagues have offered support to staff who have been bereaved 		
Non attendance – parental choice		Ch	Parents and carers of eligible year groups, and critical workers/parents and carers of vulnerable children, are strongly encouraged to bring in their children, <u>but they will not face fines or other sanctions if they don't</u> . Your school will not be held to account for your attendance figures during this time.	<ul style="list-style-type: none"> Parents will be asked to apply for a place for their child if they wish them to return, to enable an individual drop-off point to be allocated Parents of eligible children will not be fined for not sending their children to school; these children will be expected to continue working from home on remote learning 		
Non-attendance of those registered		Ch	You should encourage parents whose children have been invited in to call you each day if they are not coming in as normal, so you understand why and can discuss it with them if needed.	<ul style="list-style-type: none"> Non-attendance of pupils whose parents have requested a place will be followed up with same-day calling 		
PARENTS						
Staggered drop off and collect times	Potential spread of infectious disease	Ch, S, P	<p>You should determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom.</p> <ul style="list-style-type: none"> plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	<p>Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises e.g. front gate drop-off with staff meeting the pupil at the school door</p> <ul style="list-style-type: none"> Staggered drop off and collect times are in place at 15 minute intervals (8.45/9.00/9.15/9.30) Keyworker children will enter via the blue gate (by out of school club and then via the green gates into the playground, where they will have an individual spot to wait on. Staff will escort 		

				<p>children in to the hall and parents should then leave swiftly. The gate will be locked after all parents have left the site.</p> <ul style="list-style-type: none"> ▪ Other children will enter via the yellow gate and parents will be allocated a numbered spot at the edge of the playground to wait on, 2m apart from other spots and well away from the building ▪ Teachers will stand at the classroom door and call children in 1 at a time to go into class and wash their hands ▪ Only one parent should drop off and collect children 		
Gathering	Potential spread of infectious disease	Ch, S, P	<p>If it is customary for parents to gather in the playground or to enter the buildings to drop off or collect children this should no longer be allowed, and neither should any gathering at the school gates to talk to other parents.</p> <p>Tell parents that if their child needs to be</p> <ul style="list-style-type: none"> • accompanied to the education or childcare setting, only one parent should attend • 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>Parents have been advised that only one parent should accompany their child to the school</p> <ul style="list-style-type: none"> ▪ Parents should leave the school site swiftly by the yellow gate, and at a safe distance from other parents ▪ Parents should not stop to talk to other parents either on the playground or car park ▪ Parents should keep their child at their side until the teacher has called for them, and should leave the site as soon as the child has come out at the end of the day ▪ Children must not play on the field or playground at the start or end of the day 		
Communication with staff	Potential spread of infectious disease	S, P	<ul style="list-style-type: none"> • Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). 	<ul style="list-style-type: none"> • Parents/carers will not enter the school unless absolutely necessary, where this is unavoidable they will be instructed to follow handwashing and social distancing guidelines • Meetings to be held via remote working tools wherever possible; • Only when absolutely necessary will a face to face meeting take place. This will be with the minimum number of participants, whilst 		

				<p>observing social distancing rules either in an outdoor space or well ventilated area indoors.</p> <ul style="list-style-type: none"> • On no account will parents be allowed into the school building without an appointment • Any communication for staff from parents should be telephoned or emailed to the school office 		
Lateness	Potential spread of infectious disease	Ch, S, P		<ul style="list-style-type: none"> ▪ All parents are asked to be punctual in bringing their child to school to avoid interaction with other bubbles ▪ No children will be allowed into school via the main entrance ▪ Families who arrive after their bubble's allotted time must remain in their car until 9.40am when all bubbles have been admitted and parents left the site. 		
Bubble closure		Ch, S, P		<ul style="list-style-type: none"> ▪ Bubbles may close for 14 days at short notice due to COVID related isolation periods ▪ Due to not being able to use supply staff, bubbles may also close at short notice for shorter periods due to non-COVID related staff illness or absence ▪ Parents will be notified by Parentmail of any school closure; parents are asked to check this daily prior to setting off for school to avoid wasted journeys 		
Keyworkers requiring extended provision		Ch, P, S	<p>You should only run such provision if you are able to keep children within the groups they are in during the day or safely distanced</p>	<ul style="list-style-type: none"> ▪ Extended provision will only be offered to those in the keyworker bubble, and will use the same staffing throughout the day ▪ Extended provision must be booked and paid for by the Friday of the previous week, as it will only be run if needed 		
Communicati on prior to returning to	Potential spread of	Ch, S, P	<ul style="list-style-type: none"> • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols 	<ul style="list-style-type: none"> ▪ Communication with all parents via Parentmail to explain arrangements for return to school 		

explain procedures	infectious disease		<p>for minimising adult to adult contact (for example, which entrance to use)</p> <ul style="list-style-type: none"> using signage to guide parents and carers about where and when they should drop off and pick up their children – you will want to communicate this to parents in advance <p>Ensure they know</p> <ul style="list-style-type: none"> whether their child will be able to attend from the week commencing 1 June what protective steps you’re taking to make the school a low-risk place for their child what you need them to do (such as on drop off and collection) 	<p>including drop-off/collection times, places and protocols; safety measures in place</p> <ul style="list-style-type: none"> Communicate with all parents with new home/school agreement to be signed and returned at the office on day 1 Video / photo walkthrough of new measures in place to be posted on Seesaw for key year groups Clear signage to be in place to support return Phased introduction to enable each set of parents to become familiar with procedures before the next year group is admitted 		
Transport		Ch, S, P, V, C	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers 	<ul style="list-style-type: none"> Parents and children are requested to avoid public transport Parents are reminded to park safely and considerately in the car park Parents are asked to keep children close to them when arriving at and leaving school Parents should accompany their child, even where the child usually walks to school alone; this is to ensure their child respects social distancing and that older children are not tempted to gather with their peers on the journey to and from school 		
Narrow ginnel for walking to school	Potential spread of infectious disease	Ch, S, P		<ul style="list-style-type: none"> Pedestrian gate to the ginnel will be kept locked to avoid transmission of germs through touching gate or passing in narrow ginnel Parents will be informed of the gate closure Signage put on gate 		
TIMETABLE						
Entering and exit	Potential spread of infectious disease	Ch, S, P	<ul style="list-style-type: none"> stagger drop-off and collection times 	<p>Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises e.g. front gate drop-off with staff meeting the pupil at the school door</p> <ul style="list-style-type: none"> Staggered drop off times are in place at 15 minute intervals (8.45/9.00/9.15/9.30) 		

				<p>8.45 - Key workers – blue/green gates 9.00 – Year 6 – yellow gate 9.15 –EYFS – yellow gate 9.30 –Final bubble – yellow gate ▪ Staggered collect times are in place 2.00 –EYFS – yellow gate 2.15 –Final bubble – yellow gate 3.00 – Year 6 – yellow gate 3.30/ 5.30 - Key workers – blue/green gate -> yellow gate to leave</p>		
Play		Ch, S, P	<ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time working out arrangements for breaks or play times so that ideally only one group of maximum 15 children is in the same play area at any one time 	<ul style="list-style-type: none"> Breaks are staggered to restricted the number of children playing at one time and groups are supervised and kept apart as far as possible; Each bubble has a different playtime and designated area; staff will supervise children and ensure that the designated area is unoccupied prior to playtime beginning Playground is accessible by external door from all bubbles Wet playtimes will be held in the bubble room, and distancing will be maintained throughout 		
Lunch		Ch, S, P, V, C	<p>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <p>Work out arrangements for lunch (and any 'snack' times for early years) so that children do not mix with children from other groups – this could mean having several lunch sittings or serving lunch in more than one location, including if appropriate in a classroom, or asking your caterers to look at other flexible ways of giving pupils access to lunch such that it can be eaten in the small group setting (for example taking cold</p>	<ul style="list-style-type: none"> Handwashing routine before lunch is eaten Lunch to be eaten in each bubble’s classroom area. Each child at their own desk / chair Packed lunches from home to be kept by each child in their own box of belongings Packed lunches from kitchen to be brought to each bubble If weather permits, lunch may be eaten picnic style outside on the field in distanced bubble groups. Children will be encouraged to use the toilet before going out for lunchtime play to reduce the need to come in side Children are not to access the building during lunch time other than via their own classroom door to use their own bubble’s toilet, with permission from their bubble adult. Younger keyworker children will be escorted to the toilet by a responsible older keyworker child at an appropriate social distance 		

			<p>or 'packed' lunches to children in the areas they are in for the day)</p>	<ul style="list-style-type: none"> • Teacher from each bubble to supervise children eating their lunch, while TA has break • TA from each bubble to supervise children playing at lunchtime, while teacher has break • TA to administer first aid outside on playground; mobile phone may be used to ring for support if needed • During wet dinner breaks, each bubble will move to a different room after eating their lunch to enable cleaning to take place safely. Social distancing must be maintained throughout. (Keyworkers -> After school club; Year 6 -> Year 5/6 room until used by final bubble, then library; EYFS -> outside under the canopy; final bubble -> Year 3 room) • Lunch breaks for staff are staggered to limit the occupancy of the staff room and additional space for breaks will be created by using other parts of the school not in use; 		
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CURRICULUM

Aspect / Hazard	Risk	Who	Government guidance	Measures to control risk	Further actions needed	
Increased risk of normal school activities through sharing equipment	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> • refresh the timetable: • decide which lessons or activities will be delivered • although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts <p>Physical education lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group. You should be mindful to minimise the number of resources in order to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed.</p>	<ul style="list-style-type: none"> • Unnecessary items have been removed from classrooms and other learning environments and placed in storage where they do not pose increased trips or fire risks. • Tray units may be turned towards the wall to enable surface to be used without contaminating tray contents • Soft furnishings are removed into storage • Stationery and other equipment is not shared where possible by either staff or pupils; • Good housekeeping is maintained at all times • Children will be reminded to tuck chairs in before leaving the room • Planning for lessons will minimise use of shared equipment 		

				<ul style="list-style-type: none"> No paired or group work will take place Resources used occasionally will only be used if easily washable or wipeable 		
Equipment – no unnecessary	Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> by limiting the amount of shared resources that are taken home by staff and pupils and limit exchange of take-home resources between children, young people and staff 	<ul style="list-style-type: none"> Resources used on a regular basis will be assigned to individual children and kept in their storage box Work produced in school will not be sent home – instead it may be photographed and shared on Seesaw Reading books will not be sent home –children will be encouraged to continue reading using Bug Club (EYFS/KS1) or Epic (KS2) online resources PE kits and book bags will not be needed; pupils should only bring lunchboxes, water bottles and coats/sunhats as appropriate for conditions. They may also bring their own hand sanitiser, hand cream and sun cream (all named) which should be left in their own box in school. These must not be taken home each day. Pupils are strongly discouraged from bringing mobile phones to school. Any phone brought must be placed by the child in a zipped bag; the teacher will wipe the bag and keep it in a drawer until the end of the day. 		
Ipads / PCs– cleaning	Potential spread of infectious disease	Ch, S, C		<ul style="list-style-type: none"> Tablets will be assigned to individual children in keyworker group, Year 6 and Year 1 to avoid the need for sharing tablets. Children will wipe down their own iPad at the end of the day before putting it away Teachers will charge iPads overnight in the charging trolley on a rotational basis, ensuring that the trolley handles and cables are disinfected before using 		

				<ul style="list-style-type: none"> ▪ Staff will wipe down all touchpoints on the computer, mouse and interactive board prior to use ▪ PCs will not be taken to and from school, but must be left on site in the class bubble if used in school 		
Own stationery	Potential spread of infectious disease	Ch, S, C	<ul style="list-style-type: none"> • by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently 	<ul style="list-style-type: none"> ▪ Children will complete all work in one exercise book kept in their own box ▪ Children will have their own pencil case with equipment in for use to avoid sharing ▪ Children will take responsibility for their own equipment, and tidying their desk area will be built into lunchtime and hometime routines 		
EYFS	Potential spread of infectious disease	Ch, S, P, C	<p>consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</p> <p>For younger children, the resources made available for child-initiated learning should be carefully considered.</p> <p>We have amended legislation to allow for the temporary disapplying and modifying of a number of requirements within the early years foundation stage (EYFS), which covers children in reception, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand. These temporary changes came into force on 24 April 2020. During the coronavirus outbreak, schools should use reasonable endeavours to meet the existing <u>EYFS learning and development requirements</u>. As far as possible, children should benefit from a broad range of educational opportunities, but this also provides schools with the flexibility to give additional focus to fundamental areas where support is required following time spent out of school, such as reading.</p> <p>The priorities for young children at this time are resocialisation into new style school routines; speaking and listening, and regaining momentum in particular with early reading.</p> <p>Each school context will vary and needs are likely to be greatest where children have not been able to</p>	<ul style="list-style-type: none"> ▪ Soft toys and soft furnishings will be removed ▪ Spots may be used to enable distanced carpet times ▪ No toys can be brought from home. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over. ▪ Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. ▪ Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (see guidance for early years settings) and where possible, children should be discouraged from sharing these. ▪ Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. ▪ Children should be encouraged where possible not to touch their faces or to put objects in their mouths. 		

			<p>access remote education consistently. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their group. Youth Sport Trust are also offering some support to schools.</p>	<ul style="list-style-type: none"> Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. Any objects the children touch should be disinfected once use has finished. 		
Year 1	Potential spread of infectious disease	Ch, S, P, C	<p>consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</p>	<ul style="list-style-type: none"> All relevant features of EYFS above will also apply to Year 1 Curriculum priorities for Year 1 are hygiene / handwashing, wellbeing, PE, phonics and reading 		
Year 6	Increased anxiety	Ch, S, P, C	<p>In year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. Schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Though visits to secondary schools for induction will not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools. Primary schools should, if not already in hand, ensure that information is transferred to destination secondary schools as soon as possible, and if practical in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils, along with other information normally transferred. Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.</p>	<ul style="list-style-type: none"> Curriculum priorities for Year 6 are (hygiene / handwashing if necessary), wellbeing, PE, transition and preparation for high school Consideration with children will take place as to how end of term traditions might be modified, and/or delayed Transition arrangements will be supported where possible and all information will be passed on 		
Change to curriculum to accommodate children being in school, at	Increased teacher stress / workload	S		<ul style="list-style-type: none"> Curriculum taught in school will mirror that offered to children not in school, in order that teachers of mixed age classes have a manageable workload, with the addition of PE and wellbeing activities in school 		

home, or in keyworker mixed year group				<ul style="list-style-type: none"> As numbers in the keyworker group rise and include more year groups, delivering home learning activities may no longer be possible for this group; if so these weeks will be planned for this group 		
Marking and feedback	Potential spread of infection	Ch, S	Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.	<ul style="list-style-type: none"> Maths will be marked by children during the lesson. Other lessons may be peer reviewed or oral feedback given by teachers No books will be collected in; each child will keep their book in their box. 		
Home learning	Loss of learning time	Ch, S, P, V, C	Many schools will have been able to offer high-quality remote education opportunities or programmes over recent weeks. Now that primary schools will be opening more widely, larger numbers of staff will be needed to provide face-to-face teaching at school. This means that it may be more difficult to maintain the same level of remote education provision for pupils in the year groups who are not eligible to attend, or for those pupils in year groups who are eligible to attend but who themselves cannot. In these circumstances consider how Oak National Academy or other remote education platforms can provide additional support for learning, as well as how learning delivered in school, if manageable, could be made available to pupils learning remotely.	<ul style="list-style-type: none"> As parental survey indicated only a small number intend to return their children to school, we will continue to prioritise our own home learning provision which has been well-received by families rather than signposting to Oak National Academy lessons Home learning will be fully supported by 2 teachers working from home; 3 teachers working in school will support their class home learning for the first half hour each school day (while TAs run wellbeing session in school) and after school ends Home learner phone calls will be made by 2 teachers working from home and 2 TAs 		
VISITORS, DELIVERIES AND CONTRACTORS						
Visitors	Potential spread of infectious disease	Ch, S, P, V, C	Limit the external visitors to the school during school hours.	<ul style="list-style-type: none"> Visitors to site are limited to essential persons only and wherever possible by appointment; All visitors will follow the Government's guidance and the school's strict hygiene and social distancing rules e.g. hand washing/sanitisation upon entry; Site rules & procedures have been revised to include additional controls to mitigate the risk of transmission of COVID-19; 		

				<ul style="list-style-type: none"> • Reception staff responsibilities have been established in relation to COVID-19 and the communication of procedures required by contractors and visitors to site; • Office staff are aware of and explain additional hygiene and social distancing rules required by contractors and visitors on arrival; • Office staff sign-in and sign-out all visitors to prevent the handling of pens and paper by multiple people • Parent volunteer helpers and sports coach will not be asked to support at this time • Visitors to be greeted and escorted by headteacher – appointments must therefore be made during times the headteacher is available • Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call. 		
Contractors	Potential spread of infectious disease	Ch, S, P, V, C	Limit the external visitors to the school during school hours.	<ul style="list-style-type: none"> • Contractors must obtain permission before attending site • Contractors are encouraged to access site asbestos surveys on PAMS prior to a site visit; • The Executive Summary (list of occurrences at the start of the asbestos survey), along with a floorplan of the school with asbestos containing and 'unknown' materials highlighted on it has been printed and laminated for contractors on arrival to site. Confirmation of sight of the survey will be signed in the Contractors file by school staff. Laminated sheets handled by the Contractor will be wiped clean using gloves and disinfectant wipes following use; 		

				<ul style="list-style-type: none"> • Contractors will wear appropriate PPE as determined by their employer, however they may be asked to wear additional PPE (provided by the school) upon arrival e.g. gloves, mask, coveralls, shoe covers, etc. Contractors will comply with any additional PPE or hygiene requirements made by the school prior to entry; • Contractors will keep the time spent on site to a minimum and will make all efforts to only attend site to carry out work during periods of reduced occupation; • Alternative routes around or through the premises will be used as instructed by the school e.g. the school may usher the contractor through a fire escape door to access an adjacent room, rather than walking them through the school to reach their destination. 		
Deliveries	Potential spread of infection	S, V, C		<ul style="list-style-type: none"> • The number of site deliveries has been reduced where possible; • A procedure is in place to wipe down with sanitizer deliveries entering the school premises where possible; Caretaker to wipe down deliveries • Staff handling deliveries will observe good hand hygiene, washing hands using warm running water and soap for a minimum of 20 seconds or using sanitiser after handling new deliveries that have not been sanitised. 		
CATERING						
Dinners	Inadequate supply of food	Ch	<ul style="list-style-type: none"> • communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers <p>Children in reception and year 1 should have the option of a free meal under the universal infant free</p>	<ul style="list-style-type: none"> • Liaison has taken place with school kitchen to ensure dinner arrangements are in place 		

			school meals policy. Meals should be available for all pupils in school, and these should also be free of charge for pupils that qualify for benefits-related free school meals. With your kitchen staff, you will need to consider how meals will be prepared and served safely. Plans will need to be in place to ensure food supplies are in place for when children return.	<ul style="list-style-type: none"> • Packed lunch dinners will be prepared off site at the host kitchen, and transported to the school for delivery to each bubble • Kitchen staff are giving consideration to easily deliverable hot options; however this may not be workable given staggered lunchtimes 		
Free school meals		Ch, S, P		<ul style="list-style-type: none"> • Free school meal vouchers will continue to be ordered for children not attending school to avoid the need for parents to collect food parcels from school, in order to reduce exposure of office staff and parents 		
COMMUNICATION AND GUIDANCE						
Changes to official COVID19 guidance and advice	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> • School regularly refers to official advice from the DfE, PHE, H&S and HR; <ul style="list-style-type: none"> ○ Coronavirus (Covid-19): guidance for schools and other educational settings ○ LCC Schools HR guidance ○ LCC Health & Safety COVID-19 web page • Headteacher or other senior person keeps up to date with official COVID-19 Guidance and informs employees/school arrangements as required. 		
Signage	Potential spread of infectious disease	Ch, S, P, V, C	Display the posters in annex c (or others you think are suitable) in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets.	Posters for hand washing and sanitizing stations are in place throughout school Social distancing posters are visible in classrooms		
Responsive-ness to change	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> • Current risk assessments are referenced for pupil activities and work tasks. Where necessary these have been updated to reflect any new risks and control measures due to COVID-19. 		

				<ul style="list-style-type: none"> • A dynamic risk assessment is completed to consider the impact on safety where there are reduced staffing levels and to clarify what, if any, changes to existing control measures are required. The outcome from this exercise will identify whether an activity or task can be carried out safely or if an alternative is required 		
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Risk assessment completed by Joy Headley (Headteacher) on 29/5/2020, following Government and Lancashire CC guidance. (Updated 31/5/2020, 1/6/2020, 2/6/2020)
 Agreed by Governing Board on (meeting to be held 10/6/2020) (Agreed by Chair of Governors 2/6/2020)
 Communicated to staff via email on 1/6/2020 (Amendments issued by email 2/6/2020)
 Planned review date – weekly by SLT/governor representative during phased reopening