



# St Peter's Catholic Primary School

## Recovery Plan and Risk Assessment

### **Overarching Guidance for all staff:**

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)

### **Staff Principles**

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.

Aspect of concern	Control Measures	DfE Guidance	Notes	Risk
<p><b>Increased transmissibility of variant forms of the virus.</b></p>	<ul style="list-style-type: none"> <li>▪ 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</li> <li>▪ 2) Ensure face coverings are used in recommended circumstances. All adults on site will wear a face covering when moving around the site.</li> <li>▪ 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>▪ 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> <li>▪ 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>▪ 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</li> <li>▪ 7) Keep occupied spaces well ventilated. In specific circumstances:</li> <li>▪ 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</li> <li>▪ 9) Promote and engage in asymptomatic testing, where available.</li> <li>▪ Response to any infection You must always:</li> <li>▪ 10) Promote and engage with the NHS Test and Trace process.</li> <li>▪ 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>▪ 12) Contain any outbreak by following local health protection team advice.</li> </ul> <p>Staff will engage with twice weekly lateral flow testing.</p>	<ul style="list-style-type: none"> <li>▪ PHE advice remains that the way to control this virus is with the system of controls.</li> <li>▪ This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection.'</li> <li>▪ In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul>	<p>Not all staff engaging with LFD testing</p>	<p>H</p>
<p><b>The number of staff who are available is lower than that required to teach</b></p>	<ul style="list-style-type: none"> <li>▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>▪ LFD testing to be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>▪ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times),</li> </ul>		<p>H</p>

<b>classes in school and operate effective home learning</b>	<ul style="list-style-type: none"> <li>▪ Support offered through OH to help staff manage anxiety and stress will be available if required.</li> <li>▪ Staffing rota to ensure only vital staff are present in school.</li> <li>▪ Home working on non-contact days.</li> <li>▪ Full use made of staff who are self-isolating or shielding who are well enough to support online learning.</li> <li>▪ Admin teams: One person in the office at one time. Normal working in office. Limit contact with other adults.</li> </ul>	including discussing whether training would be helpful		
<b>Staffing</b>	<ul style="list-style-type: none"> <li>▪ Staff assigned to different cohorts of pupils to remain the same for the duration of the term or teaching timetable where possible.</li> <li>▪ Entire staff to be split into teams to cover different bubbles assigned to them. These will be in 4 teams; EYFS, Key Stage 1, Lower Key Stage 2 an Upper Key Stage 2.</li> </ul>	Keep cohorts together where possible and: <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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. (July 2020)</li> <li>▪ Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. (March 2021)</li> </ul>	Supervision during toilet needs- therefore TA in each class	M
<b>Pupils</b>	<ul style="list-style-type: none"> <li>▪ All pupils will return to school on 8<sup>th</sup> March.</li> <li>▪ Where there is exceptional circumstance, such as pupils with underlying health conditions then the school will work on a care plan with the intention of ensuring the pupils can return to school. If this is not possible then home learning will be provided.</li> <li>▪ Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who: <ul style="list-style-type: none"> <li>a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child</li> </ul> </li> </ul>	The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk. During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who: <ul style="list-style-type: none"> <li>• are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child</li> </ul>		H

	<ul style="list-style-type: none"> <li>b. have an education, health and care (EHCP) plan whose needs <b>CANNOT</b> be met safely in the home environment</li> <li>c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</li> </ul> <ul style="list-style-type: none"> <li>▪ Grouping of pupils will be arranged by year group.</li> <li>▪ Bubbles will not mix with other bubbles. Staff may cross bubbles but this will be restricted to access to 2 bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>• have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment</li> <li>• have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</li> </ul> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is <a href="#">extremely clinically vulnerable and shielding</a> should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the <a href="#">social distancing guidance</a> and including those who are pregnant, can attend.</p>		
<b>Behaviour Policy</b>	<ul style="list-style-type: none"> <li>▪ Clear messaging to pupils in the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings.</li> <li>▪ Staff model social distancing consistently.</li> <li>▪ The movement of pupils around school is minimised</li> <li>▪ Large gatherings are avoided</li> <li>▪ Break times and lunchtimes are structured to support social distancing.</li> <li>▪ The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> </ul>	<p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you’ll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> <li>• following any altered routines for arrival or departure</li> </ul>		M

	<ul style="list-style-type: none"> <li>▪ Senior leaders monitor the areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>▪ Messages to parents reinforce social distancing</li> <li>▪ Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> <li>▪ Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</li> <li>▪ Children are not to be inside the building alone during lunch time or dinner time unless they have requested the toilet.</li> <li>▪ See addendum to pupils well-being policy</li> </ul>	<ul style="list-style-type: none"> <li>• following school instructions on hygiene, such as handwashing and sanitising</li> <li>• following instructions on who pupils can socialise with at school</li> <li>• moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</li> <li>• expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>• tell an adult if you are experiencing symptoms of coronavirus</li> <li>• rules about sharing any equipment or other items including drinking bottles</li> <li>• amended expectations about breaks or play times, including where children may or may not play</li> <li>• use of toilets</li> <li>• clear rules about coughing or spitting at or towards any other person</li> <li>• clear rules for pupils at home about conduct in relation to remote education</li> <li>• rewards and sanction system where appropriate</li> <li>• Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</li> </ul>		
<b>PPE</b>	<ul style="list-style-type: none"> <li>▪ Adults to wear face coverings when moving around the school staff this includes staff, visitors and parents on the playground.</li> <li>▪ Teacher should not wear gloves unless directed to do so in medical emergencies.</li> <li>▪ First aid staff to have training about safe removal and application of PPE masks and other equipment.</li> <li>▪ Contenance issues and soiling will be dealt with by key staff wearing PPE. Parent should be rung immediately, and children sent home.</li> <li>▪ Staff are reminded that wearing of gloves not a substitute for good handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> <li>▪ Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be</li> </ul>		<b>H</b>

		<p>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> <ul style="list-style-type: none"> <li>▪ 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:</li> <li>▪ 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</li> <li>▪ 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 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 gloves, an apron and a 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</li> </ul>		
<p><b>Class Size and Groups</b></p>	<ul style="list-style-type: none"> <li>▪ Children will be taught in class size 'bubbles.' Social distancing may not always be possible.</li> <li>▪ Classrooms re-modelled, with chairs and desks in place to allow for pupils to face the same direction.</li> <li>▪ Clear signage displayed in classrooms promoting social distancing.</li> <li>▪ Social distancing applies with movement around the building at all times.</li> <li>▪ Staff ratios for EYFS remain.</li> <li>▪ Groups should remain apart from each other for the entire day.</li> </ul>	<ul style="list-style-type: none"> <li>• Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> <li>• specialist teaching</li> </ul>		<p><b>M</b></p>

		<ul style="list-style-type: none"> <li>• wraparound care</li> <li>• transport</li> <li>• boarding pupils who may be in one group residentially and another during the school day</li> </ul>		
<b>'Classroom Bubbles'</b>	<ul style="list-style-type: none"> <li>▪ Children should not mix with other classes or bubbles</li> <li>▪ Teachers should not mix with other classes or bubbles and should be timetabled to be together with a class as much as is possible.</li> <li>▪ Playtimes and lunch times will be with designated adults who serves and supervises the children from their bubble.</li> </ul>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> <li>• 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</li> </ul>	Collection and drop off points need to be carefully considered.	M
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>▪ Desks to all be forward facing in the classroom.</li> <li>▪ Channels for the teacher to be created behind the desks for teachers to move</li> <li>▪ All doors to be wedged open at all times including external toilet doors (exceptions: staff and disabled).</li> <li>▪ Individual pegs/lockers will be provided but restrictions on what is needed to be brought.</li> <li>▪ Only a water bottle and coat will be required with a lunch box if necessary. No rucksacks or book bags.</li> <li>▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>▪ Wedges to be used to keep doors open.</li> <li>▪ Limits set for large spaces (e.g. hall, dining hall) for teaching</li> <li>▪ Large gatherings prohibited</li> <li>▪ Design layout and arrangements in place to enable social distancing</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p>*You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p>*When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor</p>	<ul style="list-style-type: none"> <li>▪ Consider how many pupils can be catered for in the hall. One Bubble at a time and timetabled.</li> </ul>	M

	<p><b>Classroom- Changes.</b></p> <ul style="list-style-type: none"> <li>▪ Remove all non-essential objects.</li> <li>▪ Redesign classroom space to encourage social distancing where possible and hygiene</li> </ul> <p><b>Covid Isolation Room – Hall Porch Area</b></p> <ul style="list-style-type: none"> <li>▪ Remove all non-essential items in the isolation room.</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ Different areas for each class.</li> <li>▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible.</li> <li>▪ Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity.</li> <li>▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>▪ Signage for movement around external building for parents</li> <li>▪ Use tape on floor to demarcate areas and walkways.</li> <li>▪ Create hand sanitiser station posters and ensure toilets have washing hands posters.</li> </ul>	<p>or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.</p> <ul style="list-style-type: none"> <li>▪ for exercise and breaks</li> <li>▪ for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>▪ although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>	<p>Corridors to be marked with arrows on the floor and signage on the walls to show one-way system around school.</p> <p>Access additional wedges for doors.</p>	
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<p><b>Teaching, Learning and Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Lessons and activities will be decided by senior leaders during the initial planning.</li> <li>• Gaps in learning are assessed and addressed in teacher’s planning</li> <li>• Home and remote learning is continuing and used for homework. In the event of a partial or full closure children will continue to access online learning from the SeeSaw platform.</li> </ul>	<p>refresh the timetable:</p> <ul style="list-style-type: none"> <li>• decide which lessons or activities will be delivered</li> <li>• consider which lessons or classroom activities could take place outdoors</li> </ul>	<p>Manage expectations of staff feedback online when face-to-face teaching commitments increase.</p>	<p>L</p>
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	<ul style="list-style-type: none"> <li>All books to stay on desks in front of the child with their other equipment.</li> </ul>			
<b>Social Distancing</b>	<ul style="list-style-type: none"> <li>Physical contact such as handshakes and hugs must be avoided between staff</li> <li>Staff, pupils and adults on site should endeavour to stay 2m apart.</li> <li>Strict adherence to this policy will be monitored.</li> </ul>			M
<b>The school day</b>	<ul style="list-style-type: none"> <li>Start and departure times are staggered</li> <li>Different entrances and exists to be used for different bubbles</li> <li>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>Floor markings are visible where it is necessary to manage queuing.</li> <li>Class groups will have staggered break times and lunch times.</li> <li>Staggered break time so that all pupils are outside at the same time but socially distanced into year group bubbles.</li> <li>Children to stay in designated zones outside.</li> </ul>	<p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> <li>condensing or staggering free periods or break time but retaining the same amount of teaching time.</li> <li>keeping the length of the day the same but starting and finishing later to avoid busy periods</li> </ul> <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>gather at the gates</li> <li>come onto the site without an appointment</li> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li><i>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</i></li> </ul>	<p>Lunch collection from kitchen needs careful planning to avoid queuing and for children not eating in the hall and bringing lunch back into classroom area. Trolleys will be available for each Bubble. These will be left in the hall and collected by the TA assigned to each Bubble.</p>	M
<b>Lunchtimes</b>	<ul style="list-style-type: none"> <li>Lunch to be eaten at the same desk in the classroom area or outside on the playground in Key Stage 2. Key Stage 1</li> </ul>	<ul style="list-style-type: none"> <li>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in,</li> </ul>		M

	<p>children to eat in the hall. One table per year group on one side. Staggered times.</p> <ul style="list-style-type: none"> <li>▪ Staff from the year group bubble will supervise the lunchtime cover and provide lunch breaks for each other (this will be on a rota system)</li> <li>▪ Children are not to access the building during lunch time playtime unless for toileting.</li> <li>▪ Children to be sent to first aid station if required.</li> <li>▪ A member of the school admin team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive meals when not in school.</li> </ul>	<p>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>		
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>▪ Appropriate signage in place to clarify circulation routes</li> <li>▪ Pinch points and bottle necks are identified and managed accordingly</li> <li>▪ Movement of pupils around school is minimised as much as possible, with pupils staying in their identified classrooms and zones.</li> <li>▪ Pupils are regularly briefed regarding social distancing guidance.</li> <li>▪ Appropriate duty rota levels of supervision are in place.</li> <li>▪ Classroom spaces to have teacher only zones where possible.</li> <li>▪ Classrooms to have channels for teachers to move around where possible</li> </ul>	<ul style="list-style-type: none"> <li>▪ accessing rooms directly from outside where possible</li> <li>▪ 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</li> </ul>		L
<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>▪ Staff can use the staffroom (max occ. 3 people at one time) but must adhere to social distancing.</li> <li>▪ Staff should stay in their designated areas as much as possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ stagger the use of staff rooms and offices to limit occupancy.</li> <li>▪ You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</li> </ul>		L
<b>Movement- Parents</b>	<ul style="list-style-type: none"> <li>▪ Parents should not enter the school building unless they have an appointment.</li> <li>▪ Only one parent should drop off and collect children.</li> <li>▪ Lines for parents to stand on and wait that are 2m apart.</li> <li>▪ No go zone for teachers to stand in and release pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>	Pictures and walk through	L
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>▪ Cleaners in before school.</li> <li>▪ Site supervisor to open and close school.</li> </ul>			L
<b>Premises checks</b>	<b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>		M

	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>▪ Hot water generation servicing to continue in line with manufacturers’ criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Gas safety</b></p> <ul style="list-style-type: none"> <li>▪ Do not isolate gas supplies to boilers and hot water generation</li> <li>▪ 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.</li> <li>▪ Continue planned gas safety checks including gas detection/interlocking Fire safety</li> <li>▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.</li> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational. Fire drills should continue to be held as normal.</li> </ul> <p><b>Kitchen equipment Equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Security</b></p>	<p>Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></p> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>		
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	<ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.</li> <li>▪ Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ All systems to remain energised in normal operating mode.</li> <li>▪ Where possible, occupied room windows should be open.</li> <li>▪ Ventilation to chemical stores should remain operational.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Update your keyholder information.</li> <li>▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul>			
<p><b>Toilet facilities</b></p>	<ul style="list-style-type: none"> <li>▪ Pupils should only enter into toilets when a cubicle is available. Children will wash their hands.</li> <li>▪ As far as possible different bubble pupils do not mix in the toilets.</li> <li>▪ Toilet breaks will be supervised where possible.</li> <li>▪ Door wedges to keep the external doors open to ensure privacy but keep ventilation.</li> <li>▪ Site supervisor and cleaners to check soap supply is adequate</li> <li>▪ Staff toilets – only two people at a time. Staff to ensure that the toilet and sink area are left clean after each use. Cleaning products will be available alongside disposable gloves. All paper towels and gloves must be put in the lidded bin provided.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>	<p>Lidded Bins Put cleaning products and gloves in staff toilets.</p>	<p>H</p>

<b>Staff Room and workspaces</b>	<ul style="list-style-type: none"> <li>▪ Staff are able to use the staff room facilities in small numbers (no more than 5 members of staff at any one time, to allow for social distancing)</li> <li>▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>▪ Staff have been briefed on the use of these rooms.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>		
<b>First Aid</b>	<ul style="list-style-type: none"> <li>▪ PPE should be worn (gloves and masks) when dealing with a first aid incident.</li> <li>▪ Individual staff should administer basic first aid in the first instance at the designated first aid station.</li> <li>▪ First aid stations to be designated for each bubble</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait in medical isolation room for parents to collect them.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>		H
<b>Cleaning</b>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned at the end of each day.</li> <li>▪ Toilets will be sprayed by a member of staff during the lunch period with suitable cleaning detergent.</li> <li>▪ Tables and contact points must be cleaned regularly.</li> <li>▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to be one side so that those objects can be disinfected at least once per week and before re-use.</li> <li>▪ No toys can be brought from home.</li> <li>▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.</li> <li>▪ Tablets should be wiped at the end of each day. Children will not share tablets.</li> <li>▪ Contact points should 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.</li> <li>▪ Bins must be emptied before they are full and at least once daily.</li> <li>▪ Cleaners to only enter the building when all staff and pupils have exited.</li> <li>▪ Cleaners to wear gloves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>▪ follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>▪ 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</li> <li>▪</li> </ul>	<p>Maximum time staff can stay to – 5pm</p> <p>Spray, gloves and disposable cloth in each classroom.</p> <p>COSHH rules regarding bleach</p> <p>iPad cleaning wipes needed.</p>	H

	<ul style="list-style-type: none"> <li>▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink.</li> </ul> <p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>▪ <b>Reception:</b> Malleable resources, such as play dough, should not be used.</li> <li>▪ <b>Reception:</b> Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these.</li> <li>▪ <b>Reception:</b> 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. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</li> <li>▪ <b>Infants and Juniors:</b> Desks should be wiped regularly.</li> <li>▪ <b>Infants and Juniors:</b> Teachers should have a spray bottle and cloth (disposable)</li> <li>▪ Any objects the children touch should be disinfected once use has finished.</li> </ul>			
<p><b>Communication to children</b></p>	<ul style="list-style-type: none"> <li>▪ Awaiting guidance on providing for education of those not in school and those in school.</li> <li>▪ Vulnerable children to be called in line with Lancashire policy. Contact with those not attending will be made via texting parents and phone calls.</li> </ul>	<ul style="list-style-type: none"> <li>▪ noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> <li>▪ 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 <a href="#">COVID-19:</a></li> </ul>		L

<p><b>Communication to and from Parents</b></p>	<ul style="list-style-type: none"> <li>▪ Essential correspondence sent out on email and via texts.</li> <li>▪ Any forms or messages from parents should be emailed to the school office</li> <li>▪ Communicate methods of entry and exit to the school grounds.</li> </ul>	<p><a href="#">guidance for households with possible coronavirus infection</a>)</p> <ul style="list-style-type: none"> <li>▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>▪ 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)</li> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul>		M
<p><b>Procedures for medical care, isolation and confirmed cases</b></p>	<ul style="list-style-type: none"> <li>▪ Use of isolation porch if symptoms are apparent.</li> <li>▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days.</li> <li>▪ All staff who display symptoms should access a test provided by the appropriate health care professional.</li> <li>▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>▪ If any children or staff test positive, the rest of their class and group should be sent home and advised to 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.</li> <li>▪ Temperature checks will not be used on entry at the school but may be used with suspected symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.</li> <li>▪ If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</li> <li>▪ If a child is awaiting collection, they should be moved, if possible, to a room where they</li> </ul>		H

		<p>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>		
<p><b>Shielding and clinically vulnerable children and adults who have a shielding letter.</b></p>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should be discussed with the parent to ensure that a care plan is in place.</li> <li>▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been <a href="#">classified as clinically extremely vulnerable due to pre-existing medical conditions</a> 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.</li> <li>▪ 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. Read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice.</li> <li>▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra</li> </ul>		<p>M</p>



		<p>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 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.</p>		
<b>Visitors</b>	<ul style="list-style-type: none"> <li>▪ Any visitors who are not critical to teaching individual class groups should not enter the school building.</li> <li>▪ Parents should not enter the school building under any circumstances. Any communication should be done via email or telephone.</li> <li>▪ Contractors should sanitise hands and use the signing in system to aid 'test and trace' and safeguarding. Contractors are not required to wear a mask and should ensure social distancing throughout their visit.</li> </ul>			L
<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ Stationery used by individual only.</li> <li>▪ Other classroom equipment to be shared within the bubble but cleaned regularly or left in a box for 48 hours (e.g., reading books returned)</li> <li>▪ Items brought into school kept to a minimum.</li> <li>▪ Table tops and chairs to be cleaned at the end of each day.</li> <li>▪ Outdoor equipment quarantined or cleaned before moving bubbles.</li> </ul>	<p>Equipment For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> </ul>		M

		<ul style="list-style-type: none"> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>• restricted to one user</li> <li>• left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out of school settings providers. Pupils should limit the amount of equipment they bring into school each day, including essentials such as</p>		
<b>Extended Day</b>	<ul style="list-style-type: none"> <li>▪ Measures apply as above.</li> <li>▪ Pupils kept in Year groupings in the Hall and LR Room</li> <li>▪ Spaced at least 2 m apart as groups.</li> <li>▪ Rooms kept ventilated.</li> <li>▪ Pre-prepared breakfast/snacks and taken to the child.</li> <li>▪ Equipment limited and cleaned regularly.</li> <li>▪ Equipment only shared within the year group.</li> <li>▪ Parents to wear face masks and to wait on the playground for child to be sent to them.</li> <li>▪ Time at the end of the session dedicated to cleaning.</li> </ul>	<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible.</p>		H

## Risk Assessment Addendum – School Closure

Aspect of Concern	Control Measures	DfE Guidance	Notes	Risk
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<p><b>High numbers of children requiring a place as a child of critical key worker/ vulnerable. School closed due to high transmissibility in the community.</b></p>	<ul style="list-style-type: none"> <li>• Parents to apply for a place and give evidence to support application.</li> <li>• Parents advised only to use the school place when there is no alternative e.g. parent working from home.</li> <li>• 'Bubbles' in school will be arranged in class/key stage and kept to a maximum of 15 children. This is a maximum and not a target. Numbers should be kept at low as possible due to the very high risk of transmission.</li> <li>• Where numbers exceed 15 children the situation is deemed to be unsafe and sessions will be offered under the following criteria: <ul style="list-style-type: none"> <li>- Vulnerable</li> <li>- Both parents critical workers/lone parent critical worker (priority NHS/Education)</li> <li>- One parent critical worker and other parent working on site (priority NHS/Education)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small.</li> <li>• Maintaining a distance between people while inside and reducing the amount of time they are in face to face contact lowers the risk of transmission.</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller groups.</li> <li>• <b>Parents and carers who are critical workers should keep their children at home if they can.</b></li> </ul>		H
<p><b>Staff Transmission rate is high due to new strain of virus. Large group sizes of children make transmission more likely leading to increased risk to staff.</b></p>	<ul style="list-style-type: none"> <li>• 'Bubble' sizes are no larger than 15.</li> <li>• Where possible social distancing is encouraged (particularly Y1-Y6)</li> <li>• Children are sat 2 m away from adults for most of the time.</li> <li>• Staff wear masks in adult-to-adult interaction areas, and are permitted to use face coverings when in the classroom if they choose to do so.</li> <li>• Furniture is arranged to facilitate this.</li> <li>• The room is ventilated and regular outdoor breaks are taken.</li> <li>• Staff room use is staggered.</li> <li>• Staff remain only in their 'Bubble'</li> <li>• LFD testing will be implemented to detect asymptomatic cases to break possible chains of transmission.</li> </ul>	<ul style="list-style-type: none"> <li>• Following the reintroduction of shielding, clinically extremely vulnerable staff are advised not to attend the workplace. Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list)</li> <li>• All staff attending the school setting should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in the 'prevention' section.</li> </ul>	<p><b>All</b> staff are required to work onsite due to high numbers of children in-school. (40% on register)</p>	H

	<ul style="list-style-type: none"> <li>• Staff who are highly vulnerable do not work on site.</li> </ul>			
<p><b>Staff Wellbeing</b>  <b>Expectations of maintaining high quality remote learning and supporting large numbers of children in school.</b>  <b>Anxiety regarding vulnerability to virus transmission.</b></p>	<ul style="list-style-type: none"> <li>• Support given to teachers via TAs working in the classroom to supervise children onsite. Teachers given time to focus on remote learning.</li> <li>• Numbers in 'Bubbles' kept to a minimum and measures of control in place.</li> <li>• Mental health and wellbeing services signposted to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>• All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school.</li> <li>• DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available.</li> <li>• The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> </ul>		M