

- *Sports' Fixtures: we will now allow parents and families to spectate outdoor home fixtures. We ask that you socially distance, use the outdoor portable toilets and refrain from entering school buildings. If there is space, we also ask you to park in the DT block carpark on the left hand side as you enter the School site if you are spectating a fixture. Otherwise please find a designated parking space that is not in the Kiss & Drop area or the playground/Acorn Theatre carpark. To avoid congregations and cross-contamination there will be no match teas for parents. As social distancing is not possible poolside for any significant number of people, the Swimming Gala will unfortunately continue to have no spectators this term.*
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- *Residential educational visits will now be allowed. However, they will operate under strict guidance including bubble sizes, risk assessment factors, insurance and sleeping arrangements. As a result of the strict measures still in place we will continue to run our residential as planned.*
- *Taster days, transition and open days will be able to operate if they are risk assessed and run in line with the system of controls and the updated operational guidance.*

PART 1—STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
A. Contact with individuals who are unwell	Serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> - Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). - If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance, which sets out that they must self-isolate for at least 10 days and should arrange to have a test. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. - If someone in a child or staff member's home support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHSTest and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. 	<p>Ensure all staff and parents are made aware.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	Medium

			<ul style="list-style-type: none"> - If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door or outside, weather permitting, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. - If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. - If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) - If a boarder shows symptoms, they should initially self-isolate in their household/residential setting in their designated isolation room. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home. Refer to guidance on isolation for residential educational settings - In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. - Anyone who has helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. - Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings guidance outside the home. - If a child starts displaying coronavirus symptoms whilst at school they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, 	<p>A small supply of fluid-resistant surgical face masks have been purchased.</p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p>	
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B. Poor response to an infection	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<p>We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> - book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace; - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or- or if anyone in their household develop symptoms of coronavirus (COVID-19). <p>Where and when lateral flow tests are available the school will:</p> <ul style="list-style-type: none"> - Test secondary age pupils and associated staff when they return at the start of term - Test secondary staff on a weekly basis and/or provide home testing kits for staff to test themselves twice a week: on a Sunday night and a Wednesday night - Please see separate RA for lateral flow testing - Any positive tests from LFTs will require a confirmatory PCR test to be booked. - We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. - Where possible parents collecting a child who is presenting with symptoms will contact 119 to arrange a local test. - We will ask parents and staff to inform us immediately of the results of a test: - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if a child or member of staff tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste (a cough or anosmia can last for several weeks once the infection has gone). <p>The 10-day period</p>	<p>We (school) will contact the Covid-19 Call Centre (0800 783 1968) should we have a suspected case of coronavirus in school. This applies to both staff and pupils.</p> <p>Refer to Maintaining records of staff, customers and visitors to support NHS Test and Trace</p> <p>If any individual with symptoms is believed to have contracted the COVID-19 virus ‘whilst at work’, the relevant information must be reported to the HSE under RIDDOR legislation. In the sad event of the death of a worker in children’s services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children’s services</p> <p>The Food Standards Agency’s Fitness to work guidance for staff who handle food</p>	LOW

				<ul style="list-style-type: none"> - starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal- they can return to school 48 hours after their temperature has returned to normal. Other members of their household should continue self-isolating for the full 10 days. - At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days. - If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child. For further information see page 5 (1st bullet point). 	<p>products provides advice on managing sickness in a food business.</p>	
C. There is a confirmed case of coronavirus amongst the school community	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> - We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. - The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); - proximity contacts - extended close contact (within 1 to 2m for more than a cumulative 15 minutes over a 24 hour period) with an infected individual; - travelling in a small vehicle, like a car, with an infected person. - The health protection team will provide definitive advice on whom must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes place between 	<p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p>	Medium

				<ul style="list-style-type: none"> - children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. - A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. - Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and: - if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should - self-isolate for at least 10 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ - We will seek assurances from parents that their child is fit to return to school. 		
D. Poor containment of an outbreak by not following local health protection team advice	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> - If we have 2 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required. - In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure—perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams. 		MEDIUM

				<p>In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's bubble, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			
E.	Clinically vulnerable or extremely clinically vulnerable persons returning to school	Serious respiratory illness, death	Clinically vulnerable & extremely clinically vulnerable staff and pupils	High	<p>Pupils who are shielding or self-isolating</p> <p>There will be far fewer children advised to shield and the majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> □ A small number of pupils will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); □ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below); □ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). □ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education and we will monitor engagement with this activity. This will be a mixture of independent work on google classroom or purple mash, with feedback given and where possible, access via Meet to the lesson being taught on site. <p>Immunisation</p> <ul style="list-style-type: none"> □ As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures <p>School workforce</p> <ul style="list-style-type: none"> □ It is now appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school. □ Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in schools. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate. 	<p>Shielding advice for all adults and children will pause on 01/08/20, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Refer to RCPC COVID-19 - 'shielding' guidance for children and young people</p> <p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children fail to attend school because parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>Refer to current advice on shielding. Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems</p> <hr style="border: 1px solid blue;"/>	MEDIUM

with the Management of Health and Safety at Work Regulations 1999 (MHSW).

The [Royal College of Obstetrics and Gynaecology \(RCOG\)](#) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.

				<p>Staff who may otherwise be at increased risk from coronavirus</p> <ul style="list-style-type: none"> □ Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (COVID-19) can return to school as long as the system of controls set out in schools operational guidance and this Risk Assessment are in place. □ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend school. 		
F. Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> □ Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. □ Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance. □ We will ensure supervision of hand sanitiser use given the risks around ingestion. Younger children will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. □ Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of emollient hand cream can be made available to help prevent soreness. □ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels □ Stocks of disposable paper towels will be required and hand dryers taken out of use. □ Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. □ Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it □ Different groups will be allocated their own wash stations; Groups will generally be allocated their own toilets with the exception of the Sports Hall; toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate. Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>It is recommended to use disposable paper towels/rolls in preference to hand driers</p> <p>Ensure stocks of disposable paper towels are available in all toilet areas instead of hand dryers. Additional waste bins (lidded and foot operated where possible) may also be required in toilet areas where paper towels can be disposed of safely.</p> <p>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p>	MEDIUM

				<ul style="list-style-type: none"> □ The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. □ Used tissues will be put in a bin immediately - all waste bins to be lined and should be emptied regularly. (they do NOT need to be double lined) □ As with hand cleaning, we will ensure younger children are helped to get this right, and all pupils understand that this is now part of how school operates. 	<p>Songs and rhymes will be used to encourage hand washing in early years (e-Bug has produced a series of helpful coronavirus posters for display in appropriate locations.:</p> <ul style="list-style-type: none"> - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania) <p>Additional resources for EYFS can be found at:</p> <ul style="list-style-type: none"> - PACEY: supporting children in your setting - Dr Dog explains coronavirus 2 metres apart activity - Our hand washing song - Bright Horizons: Talking to Children about COVID-19 	
G. Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users (particularly those staff performing personal and intimate care)	High	<ul style="list-style-type: none"> □ We will determine what PPE will be required and in what quantities and ensure adequate PPE is ordered as necessary in advance of re-opening and where necessary, supplies maintained. □ When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination. □ Removal, cleaning and disposal – as in the cleaning section above. □ Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of COVID-19 they must not attend the school and stay at home. □ When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. □ For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above. □ If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. 	<p>Ensure adequate bins and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Signage as appropriate.</p> <p>BSA COVID Safe Charter</p>	MEDIUM

				<ul style="list-style-type: none"> □ In line with Coronavirus Covid-19 safer travel guidance for passengers it is mandatory to wear a face covering if you need to use public transport, visiting shops or when attending a hospital. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. We would, however, consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (Face coverings: when to wear one and how to make your own) and wash your hands before putting them on and after taking them off. □ Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. □ Children under the age of 3 should not wear face coverings. 	<p>When to wear a Face Covering - Current Guidance.</p> <p>Mandatory from 24/07/20 to wear face coverings in enclosed public spaces such as shops/supermarkets/banks/takeaways/shopping centres (exemptions include children under 11 and those with certain disabilities/medical conditions)</p> <p>Pupils in Year 7 and above will have to wear face masks on minibus.</p> <p>Facemasks are to be worn by staff in all areas where social distancing is not possible from other adults.</p> <p>In the secondary age parts of the school, both pupils and staff should wear face coverings in all indoor areas, including classrooms, except when they are doing exercise in the Sports Hall.</p> <p>Refer to HSE Face Fit Testing Guidance</p>	
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<p>H. Failure to adequately identify vulnerable pupils/safeguarding</p>	<p>Vulnerable pupils do not receive appropriate support and protection</p>	<p>All pupils classed as vulnerable either by DfE guidance, LA or school</p>	<p>High</p>	<ul style="list-style-type: none"> □ We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2020). □ We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. □ We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. □ We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. □ The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. □ Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	<p>Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p>	<p>LOW</p>
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I. Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	<p>Preparations will need to be agreed with Proprietors and staff prior to re-occupation by pupils and staff.</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> □ Reduce the number of contacts between children and staff. □ Maintain distinct groups or 'bubbles' that do not mix with other bubbles. □ For younger children, those with complex needs the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible. □ Early years are no longer required to keep children in small, consistent groups within setting but can return to normal group sizes. □ In Prep and Seniors groups are likely to be the size of two year groups to enable the school to deliver the full range of curriculum subjects and students to receive specialist teaching and participate in games sessions. □ All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group. □ We will endeavour to keep children in their class groups for the majority of the classroom time, particularly for the younger years, but we may also need to allow mixing into wider groups or different classrooms for specialist teaching, games, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. We will endeavour to keep these groups at least partially separate and minimise contacts between children. □ All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. <p>Measures within the classroom</p> <ul style="list-style-type: none"> □ Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children. 	<p>Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)</p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable.</p> <p>Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. The @V.UK: Staying Covid-19 Secure Poster (revised 23/07/20) poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p>	LOW
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				<ul style="list-style-type: none"> □ Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. □ Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children. □ When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above. □ We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. □ Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). □ Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. □ Wherever possible pupils will use the same classroom or area of the school throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible. □ Pupils and staff will be asked to bring in their own water bottles. Water fountains will only be used to fill up water bottles. Pupils and staff may use hydration stations in the bubbles which will be routinely cleaned. □ Sand and water trays will be taken out of use unless ONLY being used by one particular class/group. Malleable resources such as play dough will not be shared between different classes/groups. □ In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rug. □ We will ensure all items that are laundered within the school, e.g. towels, flannels and bedding are washed in line with guidance on Cleaning in non-healthcare settings outside the home and that these items are not shared by children between washes. □ Dressing up clothing and other fabric items can be used if used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group. 		
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			<ul style="list-style-type: none"> □ Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again, equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group. □ Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas. □ Wooden equipment will be taken out of use or used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group. □ IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. We will ask pupils to bring in their own headphones/earphones and have a supply of headphones which can be sanitised. □ Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles. <p>Measures for break and lunchtimes</p> <ul style="list-style-type: none"> □ We will factor in time for cleaning surfaces in the dining hall between groups. Where the dining halls are used, social distancing will be considered and no mixing of groups must take place. □ Separate dining areas will be assigned for each group/bubble and queuing will be kept to a minimum with floor markings designating social distancing. □ Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks. □ Fields and playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart. □ Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered. □ Reconfigure seating and tables in outdoor areas to maintain spacing and reduce face-to-face interactions. □ Encourage staff to remain on-site at lunch time and, when not possible, maintain social distancing while off-site & advised to wear face coverings in enclosed public spaces such as shops/shopping centres/banks/takeaways. 		
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			<p>Measures elsewhere</p> <ul style="list-style-type: none"> □ Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group. □ There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 20, positioning pupils back-to-back or side-to-side (taking into account lateral instruments such as flutes), □ avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. □ When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. □ To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils. □ Where there are multiple stairways to upper floors, these will be allocated and marked/signed as an 'up stairway' and a 'down stairway' where practical. □ Floor marking tape will also be used where queues may develop. □ Lockers will be used where possible in the bubble. □ Maintain social distancing between people who work in one place such as office or reception staff. □ Office staff to work in separate offices where possible. □ Desks/workstations should allow staff to maintain social distancing wherever possible. □ If it is not possible to keep staff workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: <ul style="list-style-type: none"> - review layouts and processes to allow staff to work further apart from each other; - use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance; - only where it is not possible to move workstations further apart, we will expect people to work side by side or facing away from each other rather than face-to-face; 	<p>'Keep to the left' policy in corridors and on stairs where there is no designated one way system</p> <p>Pupils will be allocated a plastic box, where lockers are not available to store their belongings in.</p>	
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				<ul style="list-style-type: none"> - use a consistent pairing system if workers have to be in close proximity; - manage occupancy levels to enable social distancing; - Staff workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation; - avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment. <ul style="list-style-type: none"> ☐ Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. ☐ Staff to observe social distancing when using communal equipment such as photocopiers – keypads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (pupils NOT to use copiers). ☐ Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. ☐ Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Face coverings should be worn in this situation. ☐ As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). ☐ Staff are required to sign in/out. ☐ Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. ☐ Encourage increased handwashing for staff handling goods and merchandise and provide hand sanitiser where this is not practical. ☐ Restrict non-business deliveries, e.g. personal deliveries to workers. ☐ Revise pick-up and drop-off collection points, procedures, signage and markings. ☐ Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. ☐ Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. 		
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			<ul style="list-style-type: none"> □ Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult. <p>Measures for arriving at and leaving school</p> <ul style="list-style-type: none"> □ Under no circumstances must anyone displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. □ We will encourage parents and pupils to walk or cycle to school where possible. □ Keep groups apart as they arrive and leave school. □ Check details of who is eligible to drop off/collect children – they may be different. □ Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. □ Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. □ Where possible we will use separate entrance/exit gates for each bubble. □ Parents may only enter the site by agreement with the Head Teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues about which the school need to be informed. □ At the end of the allotted session, parents may collect their children from the same entrance area □ Where possible, pupils will enter the school via an external door straight into the bubble where they will be based for the day. □ Used PPE and any disposable face coverings that staff or children arrive wearing may be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of COVID-19 in which case it will be disposed of in accordance with the guidance on cleaning for non-healthcare settings outside the home. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school may be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to safe working in education, childcare and children's social care 	<p>The DfE will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</p> <p>External markings may be used to ensure parents and/or pupils are social distancing appropriately.</p> <p>Where it is possible to do so, different entrances will be allocated to different cohorts of children..</p> <p>If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.</p>	
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			<p>Transport</p> <p><i>Dedicated school transport</i></p> <ul style="list-style-type: none"> □ All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to Coronavirus (COVID-19): safer travel guidance for passengers). □ We will make an assessment of: <ul style="list-style-type: none"> - how pupils are grouped together on transport, to ensure consistent groups on each minibus; - use of hand sanitiser upon boarding and/or disembarking; - additional cleaning of vehicles; - organised queuing and boarding where possible; - distancing within vehicles wherever possible; - the use of face coverings for children aged 11 and over and staff, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet. - how pupils are dropped off and picked up at school. □ <i>Further guidance due from DfE shortly.</i> Refer to Coronavirus Covid-19 Safer transport guidance for operators. □ Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p><i>Wider public transport</i></p> <ul style="list-style-type: none"> □ The use of public transport, particularly in peak times, should be kept to an absolute minimum. □ We will encourage parents, staff and pupils to walk or cycle to school if at all possible. Refer to Coronavirus (COVID-19): safer travel guidance for passengers □ Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. We would, <i>however, consider this to be best practice where the child</i> understands how to wear a mask properly. □ Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). □ Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p>Other considerations</p> <ul style="list-style-type: none"> □ Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCO's will plan to meet these needs, e.g. using social stories. 	<p>Parents and pupils will be advised that pupils should use their own hand sanitiser.</p>	
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			<ul style="list-style-type: none"> □ Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. □ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. □ Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. □ Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles □ Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside for wraparound care. □ Pupils should still limit the amount of equipment they bring into school each day to essentials such as hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed. □ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. <p>Cleaning throughout the day - non-healthcare settings where no-one has symptoms of, or confirmed COVID-19</p> <p>Cleaning and disinfection -</p> <p>We will:</p> <ul style="list-style-type: none"> □ Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal. □ Ensure frequent cleaning of resources (e.g. books, toys) shared within groups. □ Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups. □ Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. □ Reduce the number or eliminates soft toys which are more difficult to clean. □ Increase the frequency of cleaning, using standard cleaning products, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. □ 	<p>For further information on pupils with SEND and education, health and care plans, refer to Annex B of Full Re-Opening: Schools.</p> <p>Do not rely on cleaning staff to clean/wipe surfaces when others leave - clean and wipe as you go as described.</p>	
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			<ul style="list-style-type: none"> □ As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. □ When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. □ Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. □ Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. □ Avoid creating splashes and spray when cleaning. □ Classrooms will be decluttered with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. □ Reduce the number or eliminate soft toys which are more difficult to clean. □ Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day. □ Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use. □ All bins will be where possible, will be lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container. □ Ensure disposable tissues are available in each room for both staff and pupils. □ Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the removal and safe disposal of rubbish. □ Use the school's fogging machine in high risk areas and/or where there's been a positive case or reported high incidents of symptomatic children/staff <p>Laundry</p> <ul style="list-style-type: none"> □ Items should be washed in accordance with the manufacturer's instructions. 	<p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p>	
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			<ul style="list-style-type: none"> □ There is no additional washing requirement above what would normally be carried out. <p>Kitchens and communal canteens</p> <ul style="list-style-type: none"> □ It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. □ Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. □ Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (prerequisite programmes (PRPs)). □ For catering activities and school meal provision, refer to the separate Queen's College Catering Operations during Coronavirus Pandemic Risk Assessment. <p>Bathrooms</p> <ul style="list-style-type: none"> □ Clean frequently touched surfaces regularly. □ Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels. □ Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions. <p>Waste</p> <ul style="list-style-type: none"> □ Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19 □ Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'blackbag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do NOT use recycling bins. <p>Wraparound care provision</p> <ul style="list-style-type: none"> □ We will resume before and after-school provision, from the start of the autumn term. □ We will ensure that we are following the same protective measures being taken by school during the day, such as keeping children in the same year groups or bubbles that they are in during the school day. If it is not possible to maintain bubbles being used during the school day then we will use small, consistent groups. Refer to Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak. 	<p>The Government are encouraging all schools to return to their usual uniform policies in the autumn term.</p> <p>EYFS settings should also follow updates to the EYFS disapplication guidance</p> <p>Refer to Coronavirus (Covid-19): Disposing of waste</p>	
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			<p>□ We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p> <p>□ Our wraparound childcare, and other out-of-school activities, are able to operate for both indoor and outdoor provision, provided we have safety measures in place.</p> <p>□ As with physical activity during the school day, contact sports should not take place.</p> <p>School uniform</p> <p>□ It is for the Head Teacher to make decisions regarding school uniform.</p> <p>□ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>□ We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p> <p>□ Pupils can wear sports kit on days when they have games and/or PE to minimise the use of the changing rooms</p> <p>Curriculum</p> <p>□ All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are:</p> <ul style="list-style-type: none"> - education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; - the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment; - remote education, where needed, is high quality and aligns as closely as possible with in-school provision: We will continue to build our capability to educate pupils remotely, where this is needed. <p>□ We will aim to meet the government’s key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of Actions for schools during the coronavirus outbreak from the start of the autumn term.</p> <p>□ The EYF’s statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may</p>	<p>Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).</p> <p>Refer also to Resources to support schools in delivering remote education and the Section below on Contingency Planning</p> <p>Refer to:</p> <ul style="list-style-type: none"> • Guidance on the phased return of sport and recreation • Sport England for grassroots sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and ‘frequently asked questions’ for PE staff. 	
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				<p>focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonics knowledge and extending their vocabulary.</p> <ul style="list-style-type: none"> □ In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including: <ul style="list-style-type: none"> - checking apps, websites and search results before using them with children; - supervising children when accessing the internet. □ Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for example, that they receive appropriate preparation for adulthood. □ We will develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to Remote education during Coronavirus (Covid-19). □ In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school. <p><i>Physical Education, School Sport and Physical Activity (PESSPA)</i></p> <ul style="list-style-type: none"> □ We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place. □ We will monitor national governing body guidelines regarding the resumption of contact sports. □ Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. □ Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. □ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. □ We are able to work with external coaches, clubs and organisations for curricular and co-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. 		
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				<ul style="list-style-type: none"> □ Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. <p><u>Science and D&T</u></p> <ul style="list-style-type: none"> □ Heads of Department will ensure compliance with guidance regarding Science and D&T in relation to preparing to re-open and running practical activities, refer to CLEAPSS Guidance: <ul style="list-style-type: none"> - GL345 – Guidance for science departments returning to school after an extended period of closure - GL336 – CLEAPSS Advice during the COVID-19/ Coronavirus Pandemic - GL347 - Guidance for D&T departments returning to school after an extended period of Closure - GL344 - CLEAPSS Guide to doing practical work in a partially reopened school – D&T, food and Art - GL346 - Equipment and machine maintenance during Extended Closure 	Updated guidance is due to be published by CLEAPSS in August 2020		
J.	Inadequate contingency plans for outbreaks and local lockdown	Inadequate planning in place for remaining open for vulnerable children/children of critical workers and for providing remote education to those students at home	All staff and students	High	<p>While the aim is to have all pupils back at school in March, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.</p> <ul style="list-style-type: none"> □ For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19 – refer to Section under ‘Curriculum’ above on remote education support. □ A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed. □ Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will ensure we have the capacity to offer immediate remote education. □ Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections and schools are advised to temporarily close (local lockdown). This must enable us to: <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations; 	Liaise with the local HPT, HCC and PHE	LOW

				<ul style="list-style-type: none"> - give access to high quality remote education resources; - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use; - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access; - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>□ When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject; - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos; - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work; - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding; - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. <p>□ We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p>	Refer to Remote education during Coronavirus (Covid-19) and Resources to support schools in delivering remote education	
K. Poor or inappropriate behaviour and attendance	Infection spread leading to serious respiratory illness, death	All building users	High	<p>Behaviour</p> <ul style="list-style-type: none"> □ Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. □ We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, 	Refer to Boundary Oak's Behaviour Policy and Staff Code of Conduct	LOW

				<p>taking account of individual needs and we will also consider how to build new expectations into our rewards system.</p> <ul style="list-style-type: none"> □ It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. □ Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. □ The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. □ Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation and school policies. <p>Attendance</p> <ul style="list-style-type: none"> □ School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence; - the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. 			
L.	Inadequate arrangement in place for managing off-site visits	Infection spread leading to serious respiratory illness, death	Staff and pupils on school trips	High	<p><u>Educational Day Visits:</u></p> <p>In line with the roadmap, schools can resume educational day visits from 12 April.</p> <p>Any educational day visits will be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes a system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>The School will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk</p>	<p>Refer to health and safety guidance on educational visits when considering visits.</p> <p>As normal, we will undertake full and thorough risk assessments in relation to all</p>	LOW

			<p>assessment, the school will consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. The school will consult the health and safety guidance on educational visits when considering visits.</p> <p><u>Domestic Residential Educational Visits:</u></p> <p>The government's road map plans to allow residential visits to occur from the 17th May. Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p>	
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			<ul style="list-style-type: none"> □ We will make use of outdoor spaces in the local area to support delivery of the curriculum as and when we are allowed to do so. 	<p>educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p>	
M. Inadequate staffing ratios, staff availability and recruitment	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils	<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> □ We will undertake an appropriate audit to ensure staffing levels are appropriate. □ The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe. □ It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement. NOTE, as of Nov these have reverted back to original requirements. □ In nursery classes, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification. □ We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include: 	<p>Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak</p>	LOW

			<ul style="list-style-type: none">- We will ensure that appropriate support is made available for pupils with SEND, e.g. by re-deploying teachers and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.- Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head Teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that	Refer to making the best use of teaching assistants .	
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			<p>safe ratios are met, and/or specific training is undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <ul style="list-style-type: none"> - We can continue to engage supply teachers and other supply staff during this period. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. - To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such as sports coaches, and those delivering before and after school clubs). - We will consider hosting ITT trainees. - Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. - Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible. <ul style="list-style-type: none"> □ If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on-site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises. □ <i>The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First Aid certificates (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements and Actions for early years and childcare providers during the coronavirus outbreak if, exceptionally paediatric requalification training is still unavailable, a further extension is possible but please consult the Head and H&S Officer.</i> □ Key telephone numbers of all available DSL's/deputies to be displayed in school. □ Ensure the contact details of MASH/LADO are available to all staff on duty. □ Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc. 	<p>'Best endeavours' means to identify and take all the steps possible within our power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.</p> <p>If asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. The school or certificate holders must do their best to arrange requalification training at the earliest opportunity.</p> <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if they are working from home. Further advice can be found in 'Safeguarding in schools'</p>	
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				<p>Staff taking leave</p> <ul style="list-style-type: none"> □ Staff may wish take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 10 days on their return. □ As would usually be the case, staff will need to be available to work in school from the start of the autumn term. □ There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. □ Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home. <p>Recruitment</p> <ul style="list-style-type: none"> □ Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees. □ We will continue to recruit remotely where possible or interview or observe in school where Covid safe procedures can be maintained. □ We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. □ From the start of the autumn term checks will revert to being carried out in person. 	<p>The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK and Travel Corridors</p> <p>Refer to experience of implementing interviews remotely and how to prepare for remote interviews</p>	
N. Visiting children in their own homes and contact with COVID-19 virus	Infection spread leading to serious respiratory illness, death	Staff	High	<ul style="list-style-type: none"> □ Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children’s social care settings, including the use of PPE. 		LOW
O. Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> □ Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. □ In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child’s EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained. 		

				<ul style="list-style-type: none"> □ We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff onsite who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. □ Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. □ Access to contractors/external maintenance personnel will only be granted by arrangement for essential maintenance/statutory inspection needs only (guidance on what statutory inspections must take place is available here) – see also 'Maintenance' – Part 2 below. □ In an emergency situation where access is required urgently to undertake maintenance - appropriate hygiene and social distancing arrangements must be followed. □ A record will be kept of all visitors. Create a signing in sheet – with name; where in the building they are going to be for the majority of the time; time in; time out. □ Make it clear via a notice on the reception door that all visitors must sanitise their hands as soon as they enter the building. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above). □ If visitors are required to sign a touch screen, anti-viral wipes must be available along with a bin for disposal. □ Lettings (private hire) will be put on hold for the time being - any future lettings will be in consultation with the Proprietors. □ Admissions: where parents or pupils need to visit the school in order to make a decision for their child's next school we will limit the number of visitors and conduct socially distanced tours outside. Visiting pupils' assessment will be held in demarcated rooms, easily accessible without walking through communal areas and are cleaned and wiped down before and after use. 	Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control.	
P. Lack of wellbeing management for pupils	Mental ill health	All pupils	High	<ul style="list-style-type: none"> □ School staff will need to consider how to support: <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; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - children from black, asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. □ We will provide pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> - support the rebuilding of friendships and social engagement; 	<p>Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing and the DfE/PHE/NHS YouTube webinar,</p> <p>Refer to BAMEd Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Refer to MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and</p>	MEDIUM

				<ul style="list-style-type: none"> - address and equip pupils to respond to issues linked to coronavirus (COVID-19); - support pupils with approaches to improving their physical and mental wellbeing. <ul style="list-style-type: none"> □ We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. □ We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. □ We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: <ul style="list-style-type: none"> - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. □ We will work together with the school nurse to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. □ Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. □ If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). □ If safeguarding issues come to light they will be addressed using the school's safeguarding policy, which will be updated in light of full re-opening. Head Teachers should consider how they might manage any increase in referrals as pupils return to school. 	<p>bereavement and the MindEd coronavirus (COVID-19) staff resilience hub which provides advice and tips for frontline staff.</p> <p>Make use of school counsellor</p>	
Q. Lack of wellbeing	Mental ill health	All staff	High	<ul style="list-style-type: none"> □ Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to 	<p>Refer to extra mental health support for pupils and teachers.</p>	

management for staff				<p>implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</p> <ul style="list-style-type: none"> □ Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19. □ Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary. □ We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. □ We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. □ We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by providing confidential telephone advice and counselling). 	<p>Refer to BAMEd Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. Helpline telephone number: 08000 562561</p>	
R. Inadequate communications with and training of staff	Staff do not understand safety procedures	All staff	High	<p>Returning to work</p> <ul style="list-style-type: none"> □ We will ensure all staff understand coronavirus related safety procedures. □ We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. □ We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. □ We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. <p>Ongoing communications</p>		

				<ul style="list-style-type: none">□ We will ensure all staff are kept up to date with how safety measures are being implemented or updated.□ We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments.□ We will promote awareness and focus on the importance of mental health at times of uncertainty (see above).□ We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments.□ We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.		
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Boundary Oak School Whole Site Covid-19 Risk Assessment



PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire/lockdown and emergencies	Inability to operate emergency systems or procedures	All building users, contractors/maintenance personnel	High	<ul style="list-style-type: none"> □ In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS)—especially if working hours are elongated and/or previous role holders are no longer available to continue. □ Consider whether assembly points need to be reviewed (or more points created to allow for social distancing)—how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? You may also need to make adjustments to your fire drill and practise it in the first week when pupils return. There will be a new assembly point in case of emergencies and staff and pupils will be informed on the first day back. □ Regular fire/lockdown updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit. Teachers will inform pupils of new procedures on the first day back. □ We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. □ Review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. Review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. A new (extra) defibrillator will be purchased for Sports Hall. □ Where necessary, staff to undergo induction in the fire/lockdown and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary. □ Review site staff cover to ensure the site is safe—including the operation of intruder and fire/lockdown alarms. 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Brief rota staff on operation of fire/lockdown and intruder alarms.</p>	Low

				<ul style="list-style-type: none"> □ Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security/ access procedures, emergency and fire risk etc. □ Fire/lockdown alarms; ensure all staff and pupils are made aware of fire and lockdown sounds, procedures at assembly points and protocols. □ Clarify means of summoning emergency assistance, particularly when operating social distancing. □ Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, lifts, automatic doors etc. □ Access to essential contractors / statutory inspections will need to be considered and managed. □ Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available. □ Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread. □ If fire doors are held open, alter your documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors are closed if the fire alarm sounds or fire is discovered. □ Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. □ Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. Only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. □ At the end of each day, ALL fire doors must be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. Once the temperature has reduced over the course of Autumn/Winter we will revert to the standard rule of not propping open fire doors. □ We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. Teachers will be asked to brief to fire wardens when they are at the evacuation point, on the state of their classrooms when vacating, i.e. any windows that are left open. 	<p>Make available the codes on and off site and ensure all know how to access should it be required.</p> <p>Ensure key staff know gas, water & electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire/lockdown drills</p>	
Lack of building/ property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/ maintenance personnel	High	<p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p>Health & Safety Inspections</p> <ul style="list-style-type: none"> □ If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, 	<p>Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</p>	Low

				<p>undertake a health and safety check of the buildings, grounds and equipment concerned.</p> <ul style="list-style-type: none"> □ All routine in-house monitoring, testing and inspection to commence / continue as normal. <p>Fire Safety Systems</p> <ul style="list-style-type: none"> □ In terms of reoccupation, all relevant fire safety equipment and systems must be tested before employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> - a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate); - a full discharge test of the emergency lighting system across the site; - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged; - checking that fire escape routes are clear of any obstructions; - checking that final fire escape doors are unlocked and operational; - checking the operation of internal fire doors to ensure that they close properly; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. <p>Water management – control of Legionella bacteria</p> <ul style="list-style-type: none"> □ Water systems <ul style="list-style-type: none"> - Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays. - Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above. - You should contact your school’s legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options. □ Drinking water <ul style="list-style-type: none"> - If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist. 	<p>Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak</p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p>	
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				<p>mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.</p> <p>Statutory inspections</p> <ul style="list-style-type: none"> □ Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment, pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings. <p>Training and supervision</p> <ul style="list-style-type: none"> □ In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown. □ Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available. <p>Cleaning</p> <ul style="list-style-type: none"> □ New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks: <ul style="list-style-type: none"> - on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers - where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. 		
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Further Action Required	Date Action Completed			
<p>Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).</p> <p>This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and follow this guidance:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): implementing protective measures in education and childcare settings • Schools operational guidance March 2021 • Actions for Early years and childcare providers • Critical workers who can access schools or settings • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting extremely vulnerable persons from Covid-19 • COVID-19 - 'shielding' guidance for children and young people • Staying alert & social distancing from 04/07/20 • Meeting people from outside your-household - making a support bubble with another household • Staying safe outside your home • Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak • Coronavirus (Covid-19) Getting tested- Essential Workers • Providing free school meals during the coronavirus outbreak • COVID-19: cleaning of non-healthcare settings outside the home guidance • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • Safe working in education, childcare and children's social care settings, including the use of PPE • HSE Face Fit Testing Guidance • How to wear & make a cloth face covering • Early Years Foundation Stage Framework • Remote education during Coronavirus (Covid-19) • DfE Managing school premises during the coronavirus outbreak • HSE: Legionella Risks during the Coronavirus Outbreak • Face coverings: when to wear one and how to make your own • Planning for reopening guide for primary schools • Planning for reopening guide for EYFS and other childcare settings • Planning for reopening guide for Secondary Schools • Planning for reopening to children and young people with SEND • Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context • Asthma UK COVID-19: Health advice for people with asthma • Staying Secure During Covid-19 • Local lockdowns: guidance for education and childcare settings • https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know • School's RA for lateral flow testing 				