A picture containing flower

Description automatically generated**Activity Plan and Risk Assessment – Lache Primary School - September 2020**

**The following plan and risk assessment have been completed in advance of all children returning to school in September and has been written having considered guidance from the Government (Guidance 2nd July 2020) DfE, Local Authority, Public Heath, Trade Unions and the school Governing Body. The Risk Assessment will be evaluated and reviewed weekly, or when new information becomes available, and updated versions will be shared with the Governing Body, wider staff and with our community on the school website.**

**Overarching Guidance for all staff:**

In all education settings, preventing the spread of coronavirus involves setting in place a system of essential control measures that are a combination of actions for prevention and response to any infection. Some of these controls must be applied for public health reasons and some are legal requirements. These deal with direct transmission of COVID-19 (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). All schools must minimise the number of contacts that a pupil / staff member has during the school day by implementing a series of controls in order to reduce the risk of transmission of the virus. A range of approaches and actions should be employed to do this. When implemented, these controls create an inherently safer system, where the risk of transmission of infection is substantially reduced, although not eliminated and risk is managed effectively to allow children and staff to return to school in full. These include:

#### **Prevention:**

1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

2) Where recommended, the use of face coverings in schools.

3) Clean hands thoroughly more often than usual.

4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.

5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

6) Minimise contact between individuals and maintain social distancing wherever possible.

7) Where necessary, wear appropriate personal protective equipment (PPE).

8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

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

Number 7 applies in specific circumstances.

**Response to any infection**

9) Engage with the NHS Test and Trace process.

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

**Staff key actions**

1. Do not come to work if you have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days. Staff are again required to take their temperature when arriving at school as a routine measure. The thermometers will remain available in the school office throughout the day. They are available for any staff member or child who is displaying symptoms.
2. Arrive at school from 7.30am and before 8.30am. This will be outside of the period when cleaners will be present and reduce cross contact of staff groups and support infection control.

If you become unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, your normal sense of taste or smell (anosmia), you must report this immediately. If you develop symptoms, report this as soon as possible and move to the isolation room (junior cookery room/small room next to infant staff toilet area) until you can return home and your family will have been informed. We will support you in accessing a test as soon as possible, we understand a small number of test kits may be made available to us for such purposes by the government. We can also request one via the secure online employer referral portal. If you need the bathroom while waiting to leave / be collected, you should use the closest toilet. This will be thoroughly cleaned following <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#five> Government guidance before it is used again.

3.You will be advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that you must self-isolate for at least 10 days and you should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if you have coronavirus (COVID-19). Other members of your household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms or if no symptoms occurred, then from the date of the PCR test. Should you test negative your household can stop isolating and you can return to school as long as you no longer have any symptoms.

1. Clean your hands and wrists more often than usual - with running water and soap for at least 20 seconds and dry them thoroughly and frequently use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered, between handwashing. If your skin becomes irritated by any of the products, please let a member of SLT know so that an alternative can be found. Please make sure that sanitiser use is always supervised and it is stored safely after using with young children. Keep it away from any sources of ignition. If it needs refilling please place in the tray on your way out at the end of the day (your bottle should be clearly labelled with your class name).
2. Use the ‘catch it, bin it, kill it’ approach.
3. Although not recommended by government for education settings when in a bubble, our staff may choose to wear face coverings, including visors, and gloves when carrying out their duties in school. This is a personal choice and all staff should be supportive of each other’s decisions in this regard. If staff do wear a face covering then this should either be disposed of safely after use or, if a reusable covering stored in a sealable plastic bag between use in school (with the part that covers the mouth and washed on return home). Guidance on how to remove face coverings safely has been shared with you and is saved in the COVID folder on staff share. All staff must wear face coverings when moving around school outside of their bubble area. This movement must be limited and only if essential.
4. Avoid touching your mouth, nose and eyes. Where possible move around the building and classroom with hands clenched together to avoid, wherever possible, touching surfaces, objects and other people and children.
5. Clean frequently touched surfaces often, using standard products such as detergents and bleach and wipes, a supply will be kept in each classroom and public space.
6. Use the telephone system to communicate with the office and leadership to request support, materials and assistance. Do not leave your *bubble,* wait for support to come to you unless safeguarding would be compromised. In the Willows – have the walkies talkies on you at all times on Channel 2. If outside, please take your mobile phones should you need to contact a member of staff. However, please adhere to our acceptable use policy.
7. Modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).Social distancing between staff and staff/staff and children should ideally be 2m where possible and marking on the floor should be used to support children’s understanding of this. Staff will continue to maintain a height distance of at least 1m to children, approach them from behind and avoid bending down to be in line with their faces, unless this is unavoidable for safeguarding/emergency reasons. Where furniture allows, children should be sat side by side in pairs, rather than face to face or side on. Where round tables are used a distance of at least a metre and a limit of 3 children to a table must be adhered to. Unnecessary furniture can be removed from class. Check children’s learning from behind when children are sat at their tables and tables should be forward facing (Y2-Y6) if rectangular. All books will be marked, where possible, this should be done in school (preference). However, books can be taken home. Children will be able to bring a bag to school to transport their essential items e.g.reading books, lunch and PE kit. Personal items, such as pens, are not essential and each child will have their own pencil case. Tables in Y1 – Y6 or in bubbles will be distanced as far as is possible and children will remain at their tables whenever in the classroom. Teachers will continue to use a range of teaching approaches where possible but will not sit children on the carpet area all together. A mix of children at tables and on the carpet will be acceptable. EYFS may have children sat on the carpet as their room set up allows but this will be using dots to mark spaces that will be much further apart than would normally be used. In school closures the kS1 and Reception bubble will separate the children into years groups by dividing the classroom. Bubbles will be as small as staffing will allow and the children will be spread across a number of open plan areas.
8. Staff ensure children follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. These messages will be reinforced by prominent class displays and notices that will be referred to with the children. Staff are expected to participate in regular cleaning of often touched items such as door handles, taps and light switches. Staff will ensure children wash their hands at least – when they arrive at school, after break, before and after lunch, before and after PE and before they go home using soap and water or hand sanitiser.

12.Wherever possible, children should not share classroom equipment in Y1- Y6 or bubbles and will have individual sets of frequently used materials given to them on the first day of return. Should resources need to be shared then they must be cleaned after use in hot soapy water before sharing with others within the class bubble.

13.In EYFS, YR1 and Willows staff limit the range, and reduce the number of items, in playsets so that these can be washed at the end of each day using detergent and hot water. Children will have their own pencil cases with essential items in. Staff will not provide malleable play materials such as play dough and sand and water play to reduce infection rates.

14. Keep your internal classroom door and windows open for air flow, and when the weather allows external doors open too. The willows will keep doors closed but have windows open. Corridors and shared rooms such as rest spaces and reprographics will have windows opened at the start of the day and will remain open until the school is locked at 4.30pm.

15. Limit the number of children from your class/bubble using the toilet at any one time (The quad can be used to shorten the journey for children in the Year 3 classroom, the infant playground for years 1 and 2, if in their classrooms). The Willows will continue to use the internal toilets. In the staff toilets cleaning products will be provided to wipe the seat after use.

16. When administering first aid or intimate care school policies must be followed and PPE (Bubbleboxes) must be used if required.

17. Teachers will only mix, as far as is possible, within their *bubble group* of staff and, even then, observe social distancing. Teachers, TAs and support staff that work with more than one group or individuals will try and minimise cross bubble working whenever possible. However, it is permitted for these staff to mix across a bubble if it supports the broad and balanced provision of education for pupils or in an emergency. In any case these staff will ALWAYS be additionally vigilant in social distancing and infection control measures such as hand washing between contacts, cleaning tables and chairs after use.

18. If children require intimate care staff will wear face coverings, gloves and aprons and where required eye protection. The child will lie on a mat facing away from the adult and the adult will provide care from the head end of the child. Parents of children for whom this is a regular occurrence will be informed in advance of their return to school.

19. Staff who deal with pupil or colleague showing symptoms of COVID 19 will wear PPE including waterproof face coverings, aprons and gloves and will move the ill person to the junior cookery room as soon as it is safe to do so. All waste and potentially contaminated cleaning materials will be doubled bagged and placed in secure bin store for at least 72hours before being placed in waste bins for removal.

20. Staff remain in their bubble areas at lunchtimes to eat their lunch but may use the quad area for fresh air and to get some exercise. Staff will bring lunch and bring their own cup and cutlery which will be taken home for washing. Microwaves and dishwashers may be used as long as hand sanitisation is being adhered to and the microwave is being cleaned regularly. The dishwasher must only be set on a high temperature cleaning setting. If emptying the dishwasher, you must wash your hands thoroughly before doing so.

21. Staff meetings will be by Zoom at 3.40pm on a Wednesday or if school closures meetings will be held regularly each week . A staff wellbeing Zoom will be available every Thursday hosted by Lauren, for staff to access to chat, problem solve and remotely socially interact. In school closures SLT will telephone all staff in their departments to ask about their well being and report any concerns to the Deputy or Head. No other large groupings of children or adults will be permitted including assemblies. This will all take place in class areas. Singing can only be done in small groups (15 max) and children must socially distance. However, in school closures (Jan2021) singing is only allowed outside.

23. You must remain in school throughout your hours of work and may not leave site for smoking or other leisure / personal activities unless you remain in your car.

24. Site team staff and admin staff as well as non-teaching leadership will be in a separate team and minimising contact with other staff. In school closures staff will work from home and school reducing the amount of people in this team who are in school at the same time.

25. Staff will only attend training sessions through remote learning technology.

26. Staff are requested to wear a new set of laundered clothes each day.

**All guidance (Government and school’s own) in this plan must be read be all staff and adhered to by all staff. Will we provide copies via email and hard copies upon request. Staff will be asked to sign a copy to say that they have read in full and understand its contents.**

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| **Aspect** | **Group at Risk** | **Identified Risk / Hazard** | **Measures to Implement** | **DfE Guidance** | **Notes** | **Risk** |
| **Staffing including communication** | Staff | Exposure to cross contamination through contact with other bubbles within school  Feelings of isolation and impact of well-being and mental health from being isolated and not having contact with colleagues across the school. | Red, amber, green RA to be carried out fortnightly by team leaders for staff to ensure their mental and physical health is taken into account.  Weekly staff meeting by Zoom where initial standing item will be to review any procedures, report H&S concerns and explore a resolution to issues that have arisen. Staff not attending staff meeting can submit points in advance of the meeting for consideration. Not all staff will attend for the full meeting but all staff, where possible should try and attend this opening item.  Weekly Zoom sessions to share wellbeing, support each other and manage anxiety and evaluate effectiveness of plans and adjust as appropriate.  Remote supervision to be offered if required and Staff Assists to be signposted.  Finance officer separated from Bursar in school, and no parents allowed in the school building. Materials to be shared electronically wherever possible and via external drop box only when essential.  Site team remain largely separate in duties and socially distanced if both present.  H&S group created to focus on this RA and reviewing the impact of the measures taken. To meet fortnightly. However, changes to be made immediately to ensure safety. | Full staff involvement creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. Staff should be involved in assessing workplace risks. Employers and staff should always come together to resolve issues.  School employers should have arrangements in place to monitor that the controls are:  . Effective  . Working as planned  . Updated appropriately considering any issues identified and changes in public health advice.  Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.  Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.  Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.  All employers have a duty of care to their employees, and this extends to their mental health. |  | M |
| **Staffing Allocations / Rotas** | Staff  Children | Exposure to cross contamination through contact with other set groups of children and adults (bubbles) within school | Staff assigned to cohorts of pupils to remain the same throughout, wherever possible  All staff who work with the children will know the children that they are teaching well to allow teaching to be well matched and planning to be manageable for staff. Where sickness means a staff member cannot attend school then the leadership will endeavour to draw on staff that are part of the school to support continuity and wellbeing.  Staff teams and children will operate as a class/bubble group.  TAs can work across more than one class. Staff who will need to move between classes must be especially mindful of social distances and infection control and wash hands between contact groups. They must also wipe down table, chairs and equipment where necessary. However, limiting staff movement and contact must not compromise the provision of a broad and balanced curriculum for all pupils, including provision for children with SEN.  Where staff deployment needs to be different in the autumn this will be discussed with individuals and their parents. All staff to wear masks if leaving bubble areas. They must wear a face covering when entering the building and when exiting. Movement of any sort through corridors must be kept to a minimum and all staff must wear a face covering.  All staff to wear a face covering when meeting and greeting children from the playground at the beginning and end of day. This also applies to talking with parents outside.  PE coaches do not need to wear a mask when teaching outside as long as they are socially distanced from the children. However, if the lesson is inside due to inclement weather, the coach must wear a face covering.  Bubbles sizes in School closures will be as small as staffing will allow and children will be spread across open plan classrooms. | Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.  The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:   * children’s ability to distance * the lay out of the school * the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)   It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Marking should be used to support this understanding.  In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to **change the emphasis on bubbles within their system of controls and increase the size of these groups.**  At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).  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 2 metres from other adults. Again, we recognise 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. |  | M |
| **Staff Autumn Leave** | Staff | Heightened risk of transmission.  Pupil wellbeing impacted by unfamiliar staff working with them.  Quality of teaching and learning impacted detrimentally due to unfamiliar / in experienced / less qualified staff. | Staff have been advised to avoid over-seas travel in the last two weeks of the summer that could lead to a requirement to self-isolate for two weeks. | As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for 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. |  | L |
| **Clinically vulnerable or extremely clinically vulnerable staff** | Staff | Heightened risk of infection and serious consequences of this. | The school will work with staff in both groups to ensure their wellbeing and wherever possible their ability to attend school and meet their job descriptions.  Medical advice will always be adhered to and a flexible approach applied where possible, whilst recognising home working possibilities are limited for most staff in education.  Where staff are anxious in making a return, even when guidelines state they can, line managers will work with the staff member to implement measures to address this. Occupational Health Advice may be sought or the staff member directed to Staff Support Services for e.g. counselling to support them to make a partial or full return.  During lockdown 5th Nov and Jan school closure - Any staff who are classed as clinically extremely vulnerable will be advised to work from home and will be supported by their line manager and departmental team.  Clinically vulnerable staff or children are still allowed to attend work/school.    Pregnant members of staff are considered clinically vulnerable and will work from home where possible, especially if 28 weeks +. If not, their contact with other staff and children will be kept to a minimum. | **Staff who are clinically vulnerable or extremely clinically vulnerable**  Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.  Advice for those who are [clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people), is available.  Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).  School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.  During Lockdown 5th Nov and Jan school closures - Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work.  Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. |  | M |
| **Wraparound Care** | Children / Staff | Exposure to cross contamination. Increased implications for closure or partial closure if outbreak of COVID-19 occurs. | Wraparound Care – Roots and Branches – will be run in the Rainbow room.  As far as possible children will be semi isolated into year groups i.e.each class having their own area  Activities will be separate and ready for the groups on a rota across the week to maintain interest. Items within a set of objects e.g. dolls will be kept in smaller sets to support efficient cleaning after each session.  Play equipment items will be washed between sessions and children will learn to support this.  Refreshments will be table based and as far as is possible, packet or dry based to reduce the possibility of direct transmission.  Children will be delivered to classrooms slightly earlier than previously to avoid traffic in the corridor at peak times. At the end of the day the children will be sent to the rainbow room.  The requirements of this RA apply to wraparound care also.  Wrap around care will not continue through school closures | Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching and wraparound care. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.  Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.  Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.  This includes schools advising 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, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.  Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. |  | H |
| **Children** | Children | Vulnerable children to be identified and provision made available for all children classed within this category.  Provision for keyworker families to still be available for children in all year groups needing care on specific days.  Provision and thorough RA for EHC children including provision of work being provided to children who remain at home  Risk of cross contamination through contact with people in other bubbles around school including lunchtimes, breaktimes, and cloakrooms.  Provision of work for children within childcare and those children remaining at home once their year group peers have returned to school. | Children will enter the school grounds via the infant gate and follow a one way system to exit via the junior gate. Children will be supervised by staff at all times.  As far as possible children will only mix in their class. They will observe social distancing in an age appropriate way (in N/R/Yr1 we understand that this will not always be possible)and contact with other groups will be avoided through timetabling, assignment of adults and use of outdoor access to toilets.  Staggered timings to ensure that classes do not mix in the dinner halls and have separate play areas are in place. Children who bring lunches from home have been encouraged to bring it in disposable bags to reduce risk of possible transmission. However, if they do bring a lunchbox parents have been asked to clean thoroughly before returning it to school the next day. Lunch areas will be cleaned before the next group enters.  *G*roups will be allocated specific play areas which must be adhered to. PE and other outside activities will be suspended in break areas over the break and lunch period.  Children bring water bottles to school and fruit for snack if required.  Children bring trainers or pumps for PE but do not bring kits and are discouraged from bringing unnecessary items.  Book bags can be brought to and from school and only other essential items.  Cloakrooms will not be used to support social distances. All items for staff and children will be stored within their *classroom*.  Assemblies will take place in the classroom along with all curriculum based teaching, with the exception of PE provision.  Pupils with SEND will be supported by the SENCO and class staff to make their return to school and manage anxiety through the use of individual plans for September start where this is necessary. This could include a social story, daily time table and ensuring the child is familiar of where they will enter and leave and the systems in operation.  During lockdown 5th Nov and Jan school closures– Any children who are identified as clinically extremely vulnerable will be advised to stay at home and will be provided with home learning and support.  Jan 21- The above applies to those children attending school who Vulnerable or the children of critical workers. | We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.  Reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. **Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.**  For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs. Schools doing this where they can, and even doing this some of the time, will help.  When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).  For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils 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 should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.  Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.  Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.  It is important to ensure good ventilation. In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).  During lockdown 5th Nov and Jan 21 school closures - Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. |  | M |
| **Safeguarding** | Staff | Systems do not work efficiently due to restricted mixing of staff and groups of children.  Increase rate of disclosure following return to school. | Safeguarding policy has been adjusted.  CPOMS used to record and provides instant alert to DSL and deputy DL.  Safeguarding leads will also inform all agencies involved of any covid relating absences for vulnerable children including those open to social care.  Jan 21 schools closures – FSW to check in with all vulnerables who have chosen not to send their child/children to school on at least a weekly basis and record on Cpoms. All teaching staff to make welfare calls to all children in their class who are not attending each week and complete record to share with SLT. Head and deputy to hold live assemblies for classes and to check on appearance of children, noting any concerns and sharing with safeguarding team.  An acceptable use based on Zoom guidelines will be sent to all parents prior to the first live zoom. | Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance,  Schools to add an addendum to KCSIE policy reflecting the current position in times of school closures |  | L |
| **Behaviour Policy** | Staff  Children | Children risking exposing themselves and staff members to risk of infection by not following behaviour policy.  Increased risk associated with threatening or aggressive behaviour | Children who do not follow rules regarding social distancing and infection control will be supported (SLT and LM) and their parents will be informed.  They will adhere to the movement directions and restrictions.  Behaviour policy updated and shared with all staff. Individual RA will be in place for extreme behaviour to protect and support child and classmates as well as staff.  Children with an additional SEND that may preclude them from following the same behaviour systems or in them understanding the systems will be supported with a risk reduction plan to ensure they can participate safely in learning.  Rewards, dojos, best cards etc will all continue. In an extreme case of unsafe behaviour, the work space will be used. However, the thinking room will no longer be in use. Celebration Friday will still happen but HT will do so via a zoom assembly.  **SENDCO prepare reintegration plans for children with SEND (SENDCO) and other vulnerable pupils (TA) before the summer break.** This will make clear expectations for September in terms of attendance and ensure the child understands how they will gain entry and exit from school and routines to build confidence. Parents will be asked to support this process to ensure their child attends school regularly and they have prepared them to do so over the summer break.  Where a behaviour issue is escalating and there may be a risk of exclusion, the leadership team and teacher will work with the family at the earliest opportunity to explore issues that may be lockdown related and find ways of addressing the trauma together to reduce risk of exclusion and ensure the child can engage productively in school life.  Jan 2021 – school closures. Celebration assembly Fridays will be live on zoom. Staff will support any parents who are finding behaviour challenging at home.  SENDCO to revisit risk reduction and risk assessments for all those children with an EHCP or behavioural issues attending school. | Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools). Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.  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. Schools should 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.  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. Schools should 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.  We acknowledge that 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. Schools will need to work with local services (such as health and the local authority) 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 should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. |  | M |
| **School Dog** | Children and staff | Risk of spreading germs between bubbles | The school dog will be based in the head teacher’s office. It will work with the LM seeing individual children. The children will be supervised at all times and will be instructed to wash hands before touching the dog and after. Where the dog is needed to support children spontaneously, the children will need to wash their hands before and after also. The dog will not be permitted into bubbles for the time being and will only work with children on an individual or small group basis, with the exception of EFS and willows bubbles as numbers allow the monitoring of hand sanitisation, both before and after petting the dog. |  |  | M |
| **Attendance** | Children | Children not accessing broad and balanced curriculum and achieving expectations for learning. | It is an expectation that all children will return to school in September – Attendance will be mandatory.  HT will send out a letter explaining about routines in September and the expectations and urge parents to discuss any concerns they have before making the decision not to send their child to school. If this continues to be the case in September the HT, DH, FSW and LM will work closely with families to ensure the child returns to school as quickly as possible. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies, e.g. a religious celebration.  It is the Parent’s duty to ensure their child returns to school in September. Sanctions will be applied including penalties if parents do not ensure their child returns to school.  There may be a small number of cases where children are shielding –. PHE and Government advice would be followed in these cases. Remote learning would be provided by the class teacher and response monitored.  Jan 21 – school closure  Attendance is expected form all vulnerable children and those who need a place due to being a critical worker. | It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.  Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:  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 local authorities’ codes of conduct.  A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus.  Shielding advice for all adults and children will pause on 1 August, 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.  Jan 21 – shielding advice is now back in place. |  | L |
| **Transport** | Staff  Children | Congestion on entry / exit to school.  Heightened risk of transmission on public transport.  Lateness to school due to buses being diverted and reduced capacity. | Children using public transport supported to wear and manage face coverings. This will be shared with children upon their return in September.  Lateness to school will be acceptable if reason is valid and due to situations outside of the families control.  The children have been encouraged where possible to walk or ride to school. Bike racks are provided and are part of the one way system around school. KS2 children will be asked to store their bikes by the willows and KS1 parents will be asked to store their children’s bikes on the way around. This will stop any child or parent doubling back against the one way system. | To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system.  Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. |  | M |
| **PPE** | Staff  Children | Protection of staff from risk of exposure to virus around school and communal areas.  Provision of PPE equipment within school and correct usage of items  Protection of staff during provision of first aid / dealing with sickness and children or staff presenting as unwell / continence issues  Wearing of PPE equipment -including masks - for children within school  Enhanced risk assessments for high risk groups | Staff will wear gloves, facial covering and, where appropriate, a waterproof one and an apron when administering first aid.  If supervising a colleague or pupil who is unwell and awaiting collection from school staff will wear full PPE – stored in the isolation room and aim to maintain a distance of 2m.  All members of staff have the choice to wear a face covering when they are in their bubbles. This includes staff who have an increased vulnerability to infection of the virus due to medical need or condition, are pregnant, have vulnerable family members at home or due to their ethnicity.  When moving around the school all staff must wear a face covering, even when entering and exiting the site.  Children may wear a facial covering to school, if their parent requires and or they are using public transport to travel to school. Staff will support children to manage these. Where very young children are struggling to manage face coverings independently staff will discuss with parents the way forward.  Intimate care will be managed by staff and they will follow previous guidance by positioning themselves near the child’s head or to the side of a child. The dignity of the child will be preserved at all times. Where staff protection may be compromised providing intimate care, parents will be contacted, and ways forward agreed whilst maintaining the safety and dignity of the child and a provision of broad and balanced curriculum.  Where children engage in spitting and biting staff will support them but protect themselves . Where possible they will wear PPE. However, if this heightens the child’s anxiety or scale of reaction then guiding them to a safe area where they can be monitored but have little or no contact with other children or adults will take place. | The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:   * where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained * where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used   Read the guidance on [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.  Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) provides more advice.  Reference to PPE in the following situations means:   * fluid-resistant surgical face masks (also known as Type IIR) * disposable gloves * disposable plastic aprons * eye protection (for example a face visor or goggles)   The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:   * a face mask should be worn if a distance of 2 metres cannot be maintained * if contact is necessary, then gloves, an apron and a face mask should be worn * eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting   If a child tests positive for coronavirus (COVID-19) and needs to remain in a residential setting, the same type and level of PPE as above should be used.  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](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures) in order to reduce self-contamination.  Face masks must:   * cover both nose and mouth * not be allowed to dangle around the neck * not be touched once put on, except when carefully removed before disposal * be changed when they become moist or damaged * be worn once and then discarded - hands must be cleaned after disposal |  | **H** |
| **Physical /Site Building** | Staff | Wider access to school building for people other than staff and children  Social distancing measures within the classroom to allow space for children and staff  Accessibility to equipment that cannot be easily wiped down and cleaned making it a hazard of cross contamination  Access to school and associated buildings, including access to Nursery for parents etc  Access to outside play equipment which cannot be cleaned adequately after each child’s use.  Provision of lunch and break time routines to prevent groups mixing and risk of cross contamination  Access to hand washing stations and sanitiser across school | A one way system will be in place for parents and children to follow when entering and departing from site. Space for the teacher to be socially distance at the front of the classroom and channels created so this can also be adhered to when moving around the classroom.  All furniture and equipment that is not being used, including soft furnishings which cannot be cleaned, is to be sectioned off or stored elsewhere to provide more space.  Cloak areas to be left empty and coats on the back of chairs. Doors to be propped open.  Only a water bottle, coat, bookbag and trainers will be required with a lunch box/disposable lunch bag if necessary.  Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.  One-way circulation to be implemented for outside the building.  KS1 trim trail can be used again.  Hand sanitising stations with *hands free bins* to be set up in every classroom.  Hand sanitiser in every classroom – note this is highly flammable so must be kept away from heat sources and possible fuel sources such as paints, paper stacks and cleaning products.  Handwashing will be promoted over sanitiser. Handwashing at set times on entry to school, after break, before and after lunch, before and after PE, and before going home as well as after using the toilet.  Tissues to be readily available in every classroom.  In winter – classroom windows to be open to ensure ventilation. However, a balance between reasonable temperature and conditions for the children and staff to work in must be found. As the weather gets colder fewer windows to be open but doors should be opened every hour for 5 mins to ventilate. Children and staff have been advised to wear extra layers under their clothing and uniform.  If PE is undertaken inside (infant hall) due to inclement weather, then all the hall windows must be opened and internal doors. | Outdoor playground equipment should be more frequently cleaned.  We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.  Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. |  | M |
| **CATCH-UP** | Staff Children | Children’s achievement may have been affected from prolonged absence from school and this must be addressed in a timely manner. | Once specific assessments of needs have been completed by class teachers, leadership will deploy strategies to provide Catch-Up support. This will be undertaken by existing teachers, TAs, students and volunteers in the afternoons and after school.  Where possible this will take place in classes but if this is not possible areas will be used and social distancing will be adhered to.  Jan school closures: Catch up support has been put on hold. Academic mentor will be utilised in school to support the bubble groups. | Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. |  | M |
| **Curriculum** | Children | Impact on emotional wellbeing and mental health following the lockdown measures and summer break.  Achievement not being as it should be.  Prerequisite skills not embedded so children ill prepared for next phase of learning. | Staff will be teaching their previous class for the first three days of school in their new class environment. After this their new teachers will take over. Assessments based on where the children were when they left school have been done to pass on to the next teacher. Mini assessments will take place to ascertain what gaps need to be focussed upon with regard to spelling/phonics/ times tables. Catch up plans are in place for English (pathways) and maths (powermaths).  Teachers will plan for the full breadth of curriculum but focus on Reading, writing, maths and science.  Subject leaders support staff in ensuring they are aware of what parts of the curriculum are essential to support future learning.  Staff consider use of technology to support learning and creativity to ensure engagement and interest. A return to our previous curriculum coverage and approaches will take place by the Summer term 2021. Intent, implementation and impact will form our approach towards our tweaked curriculum for the first two terms. | 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.  Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.  Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading  Aim to return to the school’s normal curriculum in all subjects by summer term 2021.  Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge.  Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.  For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. |  | L |
| **Remote Education** | Staff Children | Learning is interrupted by lockdown, quarantine or shielding. | In the event of school closure staff will be ready to post online daily using weduc and following the same approach as we had previously. Video recordings form part of the delivery and careful monitoring of student participation will take place. It will be teacher’s responsibility to contact parents and discuss child participation. If a student continues to not participate them SLT will make contact with parents. All staff will be expected in daily, unless this is a class closure and then guidance for self isolation will apply.  Jan school closure – Please see Remote learning plan on the website and letters sent home outlining expectations.  Laptops loan to parents will be a mixture of secured and unsecured. Both will come with and acceptable use policy that parents must sign in order to receive the laptop. | 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. All schools 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.  Jan21 school closure: The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day  In developing their remote education, we expect schools to: • 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 so that pupils can progress through the school’s curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk) • overcome barriers to digital access for pupils by: • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. |  | L |
| **Pupil Wellbeing** | Children | Children, especially those who have not returned before the summer may experience emotional and social challenges due to prolonged time away from school. | Staff have completed some kind of trauma informed training in preparation to support children.  PSHE lead delivering Scheme of Work to include Mental Health and wellbeing support for pupils at staff Inset on 1st September. Senior leaders will be monitoring the impact of this alongside the subject lead.  LM and FSW will provide additional wellbeing support, individually or in small groups whilst following social distancing guidelines or remotely. | The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.  Schools should consider the provision of pastoral activities to all pupils designed to:  support the rebuilding of friendships and social engagement  address and equip pupils to respond to issues linked to coronavirus (COVID-19)  support pupils with approaches to improving their physical and mental wellbeing |  | M |
| **PE** | Staff Children | Increased risk of transmission through equipment and pupil contact. | PE equipment for any PE sessions will be cleaned after use. This is the responsibility of the coach or class teacher.  Contact sports will be avoided and hands must be washed before and after the sessions.  If it is wet, then only the gym or hall can be used for PE with all windows / doors open. | Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should 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. This is particularly important in a sports setting because of the way in which people breathe during exercise. |  | M |
| **Lunchtimes** | Children | Access to school building when unaccompanied including toilet provision  Provision of first aid where required.  Communication around school between teacher / MDAs / admin team etc | Children are not to access the building during lunch time unless for toileting and only then, if it can be assured where possible, that they will only be with children from their own class. Children will be encouraged to go to the toilet before lunch, after they have eaten, and on coming in from play when this can be supervised properly.  Lunch staff and *classes* have own first aid to manage and record all incidents. If incident requires emergency care or for pupil to go home, then radio to be used to call for site team and head to isolate pupil /staff member. Admin contact family / parents as appropriate.  A separated timetable has been created for lunchtimes to ensure no mixing of classes in the hall or on the playground | Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms |  | M |
| **Movement- Parents** | Parents  Staff | Increased risk of exposure if parents enter school building and during potential contact times of pick up / drop off – including management of younger siblings | Parents will only be allowed to enter the school building if they have a meeting scheduled or in the case of an emergency.  A 15 minutes window will be provided for drop offs and a 10 minute window for pick ups. This should reduce queuing or standing around on the play grounds.  Markings on the floor in front of classroom doors to promote No-go zone for teachers to stand in and release pupils  Parents asked to keep younger siblings next to them during drop off and pick up and only one adult per family to collect.  From 24th Sept all parents have been asked wear a face covering when on school grounds. | Encouraging parents and children and young people to walk or cycle to their education setting where possible  Use signage to guide parents and carers about where and when they should drop off and pick up their children |  | L |
| **Visitors to Site** | Staff / Pupils | Increased transmission risk and requirement for precautionary isolation due to exposure to multiple groups. | As far as is possible we will cover staff absence within our staff team to provide continuity for the children and minimise transmission risk and possible exposure to the virus.  Outside agencies will be permitted but only if essential and meetings will take place in well ventilated rooms, with social distancing being adhered to.  Volunteers will be permitted but will be assigned to one class and cannot mix with other classes.  Contractors etc will be kept to the absolute minimum and if possible attend school when staff and children are not present.  All staff and visitors must enter and leave school via the front entrance and sign in via the Inventory electronic system. This will be wiped down and hand sanitiser will be used prior to using.  All visitors must wear a face covering when in school grounds – both inside and out. | 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. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.  Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s 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 entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs. |  | M |
| **Working Hours** | Staff | Access to school buildings to prevent exposure to other staff groups (cleaners / site team etc) | * Staff should only enter the main school site between 7.30 and 8.30. The school building will be closed each day at 4.30 pm   Cleaners in and completed duties before 7.30am  When rooms are being cleaned after school staff will need to leave area to allow cleaners to clean. Cleaners need to wear appropriate PPE.  Jane 21 school closures : cleaning staff will be on a rota to reduce the amount that are in. |  |  | L |
| **Premises checks** | Staff | Provision of increased monitoring of hot / cold water systems following long period of school closure  Monitoring of gas supplies around school  Monitoring of kitchen equipment around school  Security around school. Including general procedures  Ventilation of school buildings to ensure free flow of air around all rooms and communal areas such as hallways  Consideration of other points in reference to premises and site management | **Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)**  Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. These outlets will be used by staff only to refill water bottles.  **Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers**  Hot water generation servicing to continue in line with manufacturers’ criteria.  Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.  Regularly check hot water generation for functionality and if required, temperature recording  If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.  **Gas safety**  Do not isolate gas supplies to boilers and hot water generation  To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation.  Continue planned gas safety checks including gas detection/interlocking Fire safety  Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.  Carry out weekly checks of alarms systems, call points, and emergency lighting.  Carry out regular hazard spotting to identify escape route obstructions.  Check that all fire doors are operational. Fire drills should continue to be held as normal. Social distancing when assembling.  **Kitchen equipment that holds water, for example dishwashers and combination ovens**  Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.  **Security**  All areas of the school should be kept secure.  Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.  Check that access control and lockdown systems are operational.  **Ventilation**  All systems to remain energised in normal operating mode.  Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.  Where possible, occupied room windows should be open.  Ventilation to chemical stores should remain operational.  **Other points to consider**  To continue asbestos management plan  To continue legionella management plan (Adhering to Local Authority and Government Guidance on premises management.  Fire drill to be carried out practicing social distancing when assembling outside.  Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.  For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.  Update keyholder information.  Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.  Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <https://www.hse.gov.uk/news/work-equipment-coronavirus.htm> | 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. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on [Legionella risks during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm).   * During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety>   For reference, use the Approved Code of Practice & HSG 274 for hot water.  As per legionella management plan (Adhering to Local Authority and Government Guidance on premises management.  As per asbestos management plan |  | M |
| **Toilet facilities** | Children | Mixing of different groups / bubbles resulting in increased exposure risk  Extra cleaning provision of toilets where possible  Regular checks on toilets to ensure materials are restocked frequently. | Toilets will be cleaned regularly throughout the day. A minimum of three times.  Soap supply to be topped up daily and caretaker to monitor and ensure cleaning of toilets is thorough.  Pupils should only enter two at a time into toilets, with the exception of the toilets by the junior hall. Children should only enter these one at a time and stand at apart when washing their hands.  Willows children to use toilets inside willows and staff to use junior cookery room. | Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time |  | H |
| **First Aid** | Staff  Children | Provision of first aid to ensure no mixing between bubbles and groups  Procedures for recording first aid incidents and actions in case of serious injury  Removal of hazardous waste including vomit and other bodily fluid. | All classes are responsible for their own First Aid. During lesson and break times staff are responsible for administering first aid to their classes and must not send children to offices etc.  PPE should be worn (gloves and masks – aprons if needed) when dealing with a first aid incident.  Serious injuries will be moved (if safe to do so) to reception area and parents / emergency support contacted and pick up from there.  All items used to clean up fluid, including vomit to be double bagged and placed in hazard waste bin in staff toilets. |  |  | H |
| **Cleaning** | Staff | Cleaning provision of school after every school day  Extra provision for cleaning during initial return to school and for key contact areas  PPE equipment for cleaners including gloves  Provision of cleaning materials for staff and need for extra cleaning of items such as play equipment | **Cleaning**  Toilets will be deep cleaned mid morning, after lunchtimes and the end of each day.  The Willows provision will be cleaned thoroughly between 12-1everyday.  Toilets will be sprayed by the caretaker during the lunch period and after break with suitable cleaning detergent.  Tables and contact points must be cleaned regularly and thoroughly throughout the day by bubble staff and after school by cleaners.  Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.  Bins must be emptied before they are full and at least once daily.  Cleaner to wear recommended PPE.  Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink.  Staff have stores of wipes/ cleaning cloths and washing up liquid to clean items throughout the day and in EYFS play materials at the end of the day.  All staff who use cleaning products must wear gloves to avoid irritation of the skin. They must  use in accordance with the manufacturer’s instructions and application sheet, following the correct chemical contact time and dilution ratios.  Only use in well ventilated areas.  Ensure the cap to products is secure before storing. Store chemicals securely when not in use and out of reach of children.  Ensure residues are removed to prevent damage to pupil clothing and school furnishings.  Remove children from the area before cleaning.  Ensure surfaces are dry before allowing pupils to enter rooms where bleach has been used to disinfect surfaces.  **Deliveries and waste collection**  Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):  Should be put in a plastic rubbish bag and tied when full. The plastic bag should then be placed in a second bin bag and tied. It should be put in a suitable and secure place and marked for storage until the individual’s test results are known. Waste should be stored safely and kept away from children. Waste should not be put in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours. If the individual tests negative, this can be put in with the normal waste, if the individual tests positive, then store it for at least 72 hours and put in with the normal waste. | Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this  allow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments  clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal |  | H |
| **Communication to and from Parents** | Staff  Parents | Ensure that Communication with parents is conducted in a safe / contact free manner to prevent risk of exposure / cross contamination | Essential correspondence sent out via Weduc/Twitter and on Facebook page.  Any forms or messages from parents should be emailed or returned to the main reception and left on the shelf for collection by finance officer. | tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend  tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)  make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) |  | M |
| **Procedures for medical care, isolation and confirmed cases** | Children  Staff | Procedures for dealing with children staff who are unwell, including those presenting with Covid-19 symptoms  Accessibility to testing for staff and children  Return to school and / or work for those staff / children who have tested positive or negative  Engagement in Testing and Track and Trace  Implications for members of household where case has been confirmed.  Visiting households that may be infected or have symptoms – see gov guidance on RHS | PHE advice and track and Trace systems that are recorded in this RA will be followed at all times. In addition:   * Use of isolation sick bay if symptoms are apparent – meeting room. * See also use of PPE for those caring for them. * Parents / families to be called and children to be sent home as soon as possible if they develop symptoms. * Tests allocated to school to be kept in locked medical cabinet in the school office. * Bursar holds summary contact record for all staff to liaise with PHE efficiently and reviews this fortnightly to ensure a accurate account is held. * If a child / staff member is sent home with what is highly suspected COVID-19 symptoms and is awaiting a test then school will notify parents without specifying the name of the person involved. This will be a measure to raise awareness and is precautionary before the confirmation of a test. * Where a child presents as feeling unwell and this may not be COVID -19 symptoms, staff will be proactive in contacting parents and sending children home as a precautionary measure. * All families and staff are asked not to send children / come to school if they are unwell or suspect they may not be well enough to come to school. * All families have been sent a quick reference document guided them through what action to take should themselves or a member of their household show signs of the virus. This includes out of hours guidance of who to contact if school is closed: head@lache.cheshire.sch.uk * Office staff are to keep attendance records of all children absent due to any Covid related issues. Records of suspect case in school will also be recorded. * In the case of a positive results the HT will contact:     Text  Description automatically generated  Text  Description automatically generated  The latest update from public health England NW will be adhered to in all cases. All SLT and office staff will have access to the COVID file and latest updates will be saved in Sept 2020/PHE NW updates.  Should a parents struggle to be able to aquire a test or school feel that thety may not take their child for a test, then shcool will issue one of the test kits in stock.  To order more test kits call 119 and quoting UON - 23011935  A screenshot of a social media post  Description automatically generated | Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](https://www.gov.uk/guidance/contacts-phe-health-protection-teams). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:  [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. 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 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](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)  Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.  Schools should ask parents and staff to inform them immediately of the results of a test:  if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.  if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10days 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. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 -day period starts from the day when they first became ill or if no sign of symptoms from the day of their test. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.  Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools 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 schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools 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.  The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.  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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). 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 their setting 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 14-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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)  Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/).  **9. Contain any outbreak by following local health protection team advice**  If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.   If households are reporting coronavirus (COVID-19) symptoms, PPE should be worn if a distance of 2 metres cannot be maintained. Anyone displaying symptoms should be encouraged to [book a coronavirus (COVID-19) test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested).  If it is not possible to find out whether any member of the household is suffering from symptoms of coronavirus (COVID-19) before face to face contact, steps should be taken where practical to mitigate risk. These steps include but are not restricted to:   * knocking on the front door or ringing the doorbell and then stepping back to a distance of 2 metres in adherence to social distancing guidelines * taking PPE as a precautionary measure    The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.  Updates guidance December 2020 – Isolation period reduced to 10 days for positive cases and household members or close contacts (day 0 plus 10days. If someone tests positive, who was asymptomatic but develops symptoms while isolating the isolation period must restart. |  | H |
| **Contingency Plans for Outbreaks** |  | Education for children is interrupted by further partial or total lockdown. | See contingency plan | In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This 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. |  | M |
| **Staff testing** |  | Staff  Accessibility to testing for staff | Test storage – test kits to be stored in the office opposite finance officer’s room by front entrance. The room is secure and the test will be stored at room temperature.  The Covid Coordinator and Registration Assistants are Michelle Toft and Sheena Coghill. All staff that have opted in will have received a letter and privacy notice. They will only be able to collect tests from the Covid Coordinator and Registration Assistants. The Covid Coordinator and Registration Assistants will wear a face covring at all times when administering the test to staff. The Covid Coordinator and Registration Assistants will record relevant information on the Covid kit log and will record results on the Result log.  Staff will take their test at home and follow the ‘testing at home’ guidance (links are in the letter sent out to staff and saved on staff share in COVID testing folder) are responsible for uploading their results to the government website. They are also responsible for informing the Covid Coordinator and Registration Assistants of their test results. Full time staff must take the tests 3-4 days apart, part time staff will take according to their work patterns. This will also apply to those on a weekly on/off rota. They must call a member of SLT immediately should they test positive, book a PCR test and begin self isolation.  Should an incident or accident occur while taking the test the staff member should seek medical advice and inform the Head teacher. Should a test result be void the staff member should inform the Covid Coordinator and Registration Assistants in case of a faulty batch. The staff member should take another test. | Graphical user interface, text  Description automatically generated |  | L |
| All updates to help lines and new PHE information will be printed and placed in red COVID folder in heads office. | | | | | | |

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