

**Covid 19 Risk Assessment      September 1st 2020**

Organisation: Lowbrook Academy  
Activity: Risk Assessment for the Full Opening: Schools during COVID-19 Pandemic September 2020.  
Planned date for the activity: Monday 1st June 2020    Revised for September 1<sup>st</sup> opening    Revised for March 8<sup>th</sup> opening  
Updated as and when guidance dictates.

**Plan compiled based on Government Guidelines, RBWM Template Risk Assessment and Scientific Evidence provided by Consultant Physician and Geriatrician Matthew Butler at Addenbrooke Hospital, Cambridge, Department for Education, Public Health England and the Health and Safety Executive**

**Who is at Risk?**

Pupils, Staff and Pupils' families

**How can the hazards cause harm?**

Illness, death, COVID 19 outbreak

We recommend all stakeholders read the below documentation prior to the school re-opening,

The DfE latest documents and guidance webpage is updated regularly:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/985138/10\\_May\\_Schools\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf)

Additionally, leaders may find the following guidance particularly useful:

- Schools coronavirus (COVID-19) operational guidance (May 2021)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/985138/10\\_May\\_Schools\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf)
- DfE guidance for schools and education settings – <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- Coronavirus (COVID-19) contingency framework for education and childcare settings- <https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>
- What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak - <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>
- PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings

## **Section 1: Public health advice to minimise coronavirus (COVID-19) risks**

**The overriding principles of this risk assessment are based on the Department of Education's guidance for full opening of schools and Public Health advice on control measures in minimising the Covid 19 risk. The System of Controls outlined by PHE are:**

### Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

### Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

This risk assessment outlines how this school will implement this system of controls.

Category	Hazards	Persons at risk	Risk control measures (Quotes taken directly from <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf</a> )	Risk	Comments - <b>Actions</b>
<b>Prevention</b> <b>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</b>					
Stay at home	Ensure that pupils, staff and other adults do not come in to school if: <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul> They must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> <li>• If a child tests positive with a LFD device then a PCR test is</li> </ul>	Pupils, staff and other adults entering the school	<p>(<a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a>)</p> <p>In summary, this includes anyone who is unwell with a persistent cough or high temperature or has a loss of or change in their normal sense of taste or smell (anosmia).</p> <p>(<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a>)</p>	High	<p>Ensure all children and staff know the signs of Coronavirus. (add in to Citizenship and Ethics curriculum for term 1)</p> <p>Completed – 16/09/2020</p> <p>Staff training and curriculum content for pupils.</p> <p>Add posters from DfE support pack around school.</p> <p>Added - 3/9/2020</p> <p>Frequent letters to parents reinforcing this document and what the signs of COVID-19 are.</p> <p>Ongoing</p>

	required. The PCR result overrides that of the LFD.				
Signs of Illness	<p>Anyone displaying signs of illness, may pass the disease on</p> <p><i>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on <a href="#">NHS Test and Trace: how it works.</a> (Government Guidance)</i></p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19).</p>	All	<p>If anyone (child or adult) has a new cough or develops a temperature and starts to feels unwell at school, they must be sent home straight away. A sibling of that child should also be sent home at the same time. <a href="#">Support bubble members who attend school will also be subject to this proposal.</a></p> <p>Similarly, any loss of taste (Anosmia) or smell could be a sign of Covid 19 and must be treated as such.</p> <p>Parents will be requested to take their child’s temperature each morning before bringing them to school. If a child displays an abnormal temperature they, on no account, should be brought to school, as recommended by Consultant Physician Matthew Butler.</p> <p>The person displaying symptoms must get a Covid 19 test as soon as possible. If the test result is positive, they must inform the school immediately and need to self-isolate for at least 10 days from the onset of their symptoms. Their household should self-isolate for at least 10 days from when the symptomatic person first developed symptoms, following stay at home guidance. If the test is negative, the child or staff member may return to school when the symptoms have gone. <i>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable</i></p>	High	<p><b>Inform parents of this and display this Risk Assessment on the school website. Ongoing with updates</b></p> <p><b>Engage with the NHS Test and Trace process</b></p> <p><i>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</i></p> <ul style="list-style-type: none"> <li><i>book a test 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</i></li> <li><i>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 and Trace</i></li> <li><i>self-isolate if they have been in close contact with someone who develops</i></li> </ul>

	<p><i>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</i></p> <p><i>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating, they will need to restart the 10 day isolation period and book a test. (Government Guidance)</i></p>	<p><i>judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. (Government Guidance)</i></p> <p>In such circumstances, households are advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a></p> <p>Any child showing signs of illness must be taken by a staff member wearing PPE (mask, gloves &amp; apron) to the pick-up point (outdoor amphitheatre by the pick-up point) <a href="#">The outside auditorium</a> where they will be collected by their parent/carer. Whilst a child is waiting to be collected, they should be taken to, and remain, at the pick-up point where they can be supervised at a distance.</p> <p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p> <p>The staff member must adorn gloves, face mask, visor <a href="#">apron and eye protection</a> and must endeavour to socially distance at least 2 metres from the child. If the child requires toileting, they</p>	<p><i>coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) (Government Guidance)</i></p> <p><b>At the time of writing, the school's Coronavirus test kits have not been delivered.</b> Delivered w/c 31/08/2020</p> <p><u>Key local contacts</u> Thames Valley Health Protection Team During working hours (9am-5pm Monday to Friday): 03442253861 Out of hours advice: 0844 967 0083 Email: <a href="mailto:TVPHE@phe.gov.uk">TVPHE@phe.gov.uk</a></p> <p>DfE Coronavirus Helpline Contact the DfE Coronavirus Helpline if you have a general query about coronavirus (COVID-19) relating to schools and other educational establishments, and children's social care. Email: <a href="mailto:dfecoronavirushelpline@education.gov.uk">dfecoronavirushelpline@education.gov.uk</a> Telephone: 0800 046 8687 Helpline opening hours: Monday to Friday from 8am to 6pm</p>
--	--	--	---

		<p>will use the disabled toilet adjacent to the office. This area will be thoroughly cleaned by staff wearing PPE using school bleach cleaning products. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Similarly, any area the child has been in during their time in school will be sanitised immediately as above.</p> <p>The remainder of the bubble (adults and children) remain at school unless a positive result is confirmed. At this point the local health protection team will be contacted for advice of possible <b>isolation of individual groups</b>, partial or full temporary closure. This is possible if there are 2 or more cases.</p> <p>The school will issue Covid 19 <b>PCR</b> test kits to any child who is unable to access a test. Guidance regarding this is still pending.</p> <p>In the event of a local outbreak, the school will be guided by the advice of the HPT health protection team or local authority over whether or not a temporary close to help control transmission is required. In such instances, school will return to the remote learning programme previously put in place using Google Classroom.</p> <p>It is possible during an outbreak that a mobile 'Track and Trace' team will be directed to the site.</p>		
--	--	--	--	--

			<p>The following guidance from the DfE will be adhered to:</p> <p><u>What to do if a pupil is displaying symptoms of coronavirus (COVID-19)</u></p> <p>If anyone in your school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection. This sets out that they must:</p> <ul style="list-style-type: none"><li>• self-isolate for at least 10 days</li><li>• arrange to have a test to see if they have coronavirus (COVID-19)</li></ul> <p><b>Action list</b></p> <ol style="list-style-type: none"><li>1. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital except in an emergency.</li><li>2. Call parents/legal guardian to collect pupil and take them home. Advise them that all household members will need to isolate and refer them to the guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li><li>3. While the pupil is awaiting collection, move them to the designated pick up point by Kiss and Drop.</li><li>4. Staff caring for a pupil while they are awaiting collection should maintain 2 metre distancing. If not possible, for example with a young child, they should wear suitable PPE:</li></ol>		
--	--	--	--	--	--

Situation	PPE
2m distance cannot be maintained	A face mask should be worn
Contact is necessary	Gloves, an apron and a face mask should be worn
Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn

5. If the pupil needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
6. From 26 August, all schools and FE providers will receive an initial supply of 10 home test kits. Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere.
7. Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds.
8. When parents/legal guardian pick up the pupil, advise them to get the pupil tested and notify you of the results.
9. Once the pupil has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used).

What to do if a pupil tests positive for coronavirus (COVID-19)

1. Notify your local health protection team (HPT) immediately when you are informed of a possible or confirmed case by NHS Test & Trace, staff or a parent or carer of a pupil within the last 10 days.



		<p>Find contact details for your local health protection team.</p> <p>2. If you do not know the result of a test or if there is any indication of an increase in sickness absence contact your local HPT for advice.</p> <p>3. The HPT will work with you to carry out a rapid risk assessment and identify appropriate next steps. 4. With HPT advice, identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 14 days in line with guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>5. For pupils who are isolating, ensure access to remote provision so that they can continue to learn remotely.</p> <p>6. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</p> <p>7. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>If a positive result, the school will contact Health Protection Team (HPT). The new dedicated advice service for nurseries, schools and colleges was launched 17/09/20. The service is for those needing support on the action they should take when they have been informed of a confirmed case of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). This new service has been introduced by Public Health England (PHE) and is delivered by the NHS Business Services Authority, working to agreed PHE and DfE guidance. It can be reached by calling the DfE's existing coronavirus helpline number <b>on 0800</b></p>		
--	--	--	--	--

			<p><b>046 8687</b>, and selecting option 1. This option will take you through to the dedicated team of advisors who will inform you what action is needed based on the latest public health advice. They will work through a risk assessment with you to identify close contacts. Advisors will be responsible for referring more complex cases, as necessary, following a triaging of your circumstances during the call.</p> <p>This new advice service has been introduced following a significant increase in calls to PHE's Health Protection Teams since the start of the new school term. The new service, working together with Health Protection Teams, aims to ensure calls are handled promptly.</p> <p>The school will issue advice from HPT on steps to be taken.</p>	
<b>2. Ensure face coverings are used in recommended circumstances.</b>				
<b>Inability to socially distance</b>	<p><i>Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March. From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.</i></p> <p><i>The reintroduction of face coverings for pupils, students or staff may be advised for a</i></p>		<p>Face coverings will no longer be recommended for staff when working in classrooms. However, staff may choose to wear these out of choice. A variety of face coverings are acceptable, including see through face masks. Whilst there is little scientific research regarding these, it is accepted in the government guidance that this may assist staff when making reasonable adjustments for pupils identified with SEN or those who need assistance with facial expressions and lip reading e.g. phonics. Face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</p> <p><i>Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for</i></p>	<p><b>All parents and visitors are requested to use face coverings. Staff are required to wear face coverings for all meetings. PPE training for staff was delivered on the 2<sup>nd</sup> July 2020.</b></p> <p><b>Safe wearing and removal of face coverings shared with staff 05.01.2021</b></p>

	<p><i>temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</i></p> <p><i>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. (Government Guidance)</i></p>	<p><i>example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff. (Government guidance)</i></p> <p>Visitors to the school, including parents, particularly during pick up, are advised to wear face coverings as social distancing cannot always be guaranteed when on the school premises.</p> <p>Staff who are required to work in close proximity with children who spit, use licking as a sensory response, or who require physiotherapy, are required to wear a face covering and employ enhanced cleaning measures when working with these children.</p> <p><i>Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. (Government Guidance)</i></p> <p>Safe wearing and removal of face coverings must be considered. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.</p> <p>Staff and children must be instructed not to touch the front of their face covering during use or when</p>		
--	--	--	--	--

		<p>removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p>All adults who enter the school site to either drop off children at the start of the school day or collect children at the end of the school day must wear a face covering, unless exempt.</p> <p>Children who choose to wear a mask to school will be demonstrated how to safely remove masks when they arrive at school. Pupils will be instructed not to touch their face covering during use or when removing it. 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.</p> <p>School will have a number of masks available for those who require them.</p> <p>A small number of children in this primary school over the age of 11 take public transport to school (currently one child). Where this is the case, we ensure the children wear a face mask and remove it safely before entering the school.</p>		
--	--	---	--	--

3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.					
Hand Washing Hygiene Routines	<p><i>COVID-19 is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</i></p> <ul style="list-style-type: none"> <li><i>when they arrive at the school</i></li> <li><i>when they return from breaks</i></li> <li><i>when they change rooms</i></li> <li><i>before and after eating</i></li> </ul> <p><i>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</i></p> <p><i>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</i></p> <p><i>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</i></p> <p><i>Continue to help pupils with complex needs to clean their hands properly.</i></p> <p><i>Frequent and thorough hand cleaning should now be regular practice. You should consider:</i></p> <ul style="list-style-type: none"> <li><i>whether you have enough hand washing or hand</i></li> </ul>	Pupils, staff and other adults entering the school	<p>Children and staff must adhere to the handwashing routine posted in learning spaces to ensure the washing of hands and wrists is frequent, regular and thorough. 20 seconds using NHS technique.</p> <p>Hands must be washed before a child arrives in school, as soon as they arrive (at outdoor and indoor handwashing basins), at intervals during the day (according to the timetable) and just before going home.</p> <p>Before entering classrooms at the start of the day and after break-times and lunchtimes, children must wash their hands using the handwashing basins (including outdoor stations). If the weather is wet when children arrive at school they may sanitise their hands at the hand sanitising stations rather than washing them at the hand washing stations.</p> <p>When in class, pupils should use the toilets they have been assigned and/or sinks in classrooms. If visiting the toilets, they should go one at a time to avoid congestion.</p> <p>Hand sanitiser should be placed in learning spaces but not used to replace hand washing if possible. Children will use hand sanitiser immediately after they 'Catch it, Bin it, Kill it'.</p> <p>Parents are encouraged to send their children to school with their own hand sanitiser and wipes to be used throughout the day.</p>	High	<p><b>Inform parents of the need for their child to wash their hands before arriving in the morning.</b> Completed 28/08/2020</p> <p><b>Ensure plentiful supply of soap in toilets and classrooms plus water and disposable paper towels. Morning and lunch checks.</b> Ongoing – daily check</p> <p><b>Ensure each classroom has a sanitiser unit for use after "Catch it bin it kill" it has occurred.</b> Ongoing – daily check</p> <p><b>Classrooms sharing hand washing facilities must coordinate hand washing times to avoid congestion - timetables to be agreed with SLT.</b></p> <p><b>Ensure posters are very visible and posted in key areas. Ensure wording is child friendly.</b> Completed 01/09/2020</p> <p><b>Continually revisit rules with pupils for proper washing of hands and wrists.</b> Ongoing</p>

	<p><i>sanitiser stations available so that all pupils and staff can clean their hands regularly</i></p> <ul style="list-style-type: none"> <li><i>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</i></li> <li><i>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them (Government Guidance)</i></li> </ul>		<p>Posters on hand washing etc. will be displayed in classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</p> <p>In term 1, effective hand washing using NHS techniques has been incorporated in to the Lowbrook curriculum. It will be regularly retaught and assessed and children will be scrutinised and assisted where appropriate when washing hands. Refer to:</p> <p>Consider NHS guidance on hand cleaning - <a href="https://www.youtube.com/watch?v=bQCP7waTRWU&amp;feature=youtu.be">https://www.youtube.com/watch?v=bQCP7waTRWU&amp;feature=youtu.be</a></p> <p>The e-Bug COVID-19 website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a></p> <p><b>Refer to Annex C – Posters</b> for Coronavirus lessons &amp; child friendly posters on:</p> <ul style="list-style-type: none"> <li><i>• Horrid hands</i></li> <li><i>• Super sneezes</i></li> <li><i>• Hand hygiene</i></li> <li><i>• Respiratory hygiene</i></li> <li><i>• Microbe mania</i></li> </ul>		
--	--	--	--	--	--

Handwashing Timetable				
Timing	Class Base	V1 (entrance)	V2 (foundation)	V3 (year 6)
08:45 KS1 arrival	EY1W	Y2	EY1Q	Y1
09:00 KS2 arrival	6G, 5BH, 6D (EY)	5D	3G	4L & 4E
10:00 start of break	EY1W			Y1
10:20 end of break	EY1W			Y1
10:20 start of break		Y2 & Y3 (when clear)	EY1Q	
10:40 end of break		Y2 & Y3 (when clear)	EY1Q	
10:40 start of break				4E & 4L
11:00 end of break			4E	4L
11:00 start of break	5BH	5D		
11:20 end of break	5BH	5D		
11:20 start of break	6G			6D
11:30 start of KS1 lunch				Y1
11:40 end of break	6G			6D
11:45 start of KS1 lunch	EY1W	Y2	EY1Q	
12:10 start of Y3 & Y4 lunch			3G	4L & 4E
12:45 end of KS1 lunch	EY1W	Y2	EY1Q	Y1
12:30 start of Y5 & Y6 lunch	6G, 5BH	5D (completed by 12:30)		6D (completed by 12:30)
12:35 End of KS1 lunch	EY1W	Y2	EY1Q	Y1
12:55 end of Y3 & Y4 lunch			3G	4L & 4E
13:15 end of Y5 & Y6 lunch	6G, 5BH	5D		6D
14:00 afternoon snack	EY1W	Y2	EY1Q	Y1
14:45 end of day handwashing	6G, 5BH, 6D (EY)	5D	3G	4L & 4E
	14:45 end of school KS1			
	15:00 end of school KS2			

Staff will ensure that they adhere to the handwashing rota so that there is no crossing of bubbles at the hand washing stations.

**4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach**

<p>Hygiene Routines Cleaning Routines</p>	<p>Inability to contain infection from waste tissues.</p> <p><i>The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with</i></p>	<p>Pupils, staff and other adults entering the school</p>	<p>The children will be taught how to <i>Catch it, Bin it, Kill it</i></p> <p>Bins with lids for the disposal of tissues only, to be positioned in learning spaces and emptied regularly. These bins will be placed at the front of the classroom or in a well-ventilated area.</p> <p>Children will sanitise hands using stations that are located beside the bins and/or wash hands after</p>	<p>Low</p> <p>Place tissue boxes in classrooms and ensure there is a plentiful supply</p> <p>Ongoing daily</p> <p>Bins to be emptied at lunchtime and at end of the day.</p> <p>Ongoing daily</p>
---	---	---	---	---

	<i>complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education. (Government Guidance)</i>		<p>sneezing or coughing. If children are caught short and do not have a tissue at hand, they will be taught to sneeze into their elbow and then sanitise and/or wash their hands.</p> <p>If children do not catch it and sneeze over surfaces, these are to be sanitised immediately.</p> <p>Hand sanitiser should be placed in learning spaces but not used to replace hand washing if possible.</p> <p>Parents are encouraged to send their children to school with their own hand sanitiser and wipes to be used throughout the day.</p> <p>Posters on hand washing, disposal of tissues etc. will be displayed in classroom, at the main entrance, places visible to those at the school gate, in the staffroom, at outdoor hand washing stations and in all toilets.</p> <p>Several children spit uncontrollably and or use saliva as a sensory stimulant. This is not a reason to deny pupils face to face education and therefore individual care plans for these children will be devised by the school SENCo to manage the risk.</p>		<p>SENCo to write care plans for appropriate children and to disseminate amongst all staff. Completed – 02/09/2020 (FG)</p>
<b>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</b>					
Cleaning prior to school opening	<p>The site does not reach the appropriate level of cleanliness prior to opening</p> <p><i>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced</i></p>	All	<p>It will be ensured that the school is clean and that cleaning products are available before reopening.</p> <p>Arrangements for longer term continued supply of cleaning products will be in place.</p> <p>Capacity of cleaning staff is adequate to enable enhanced cleaning regime and sufficient time is</p>	Medium	<p>PR to liaise with Cleaning Contractors on:</p> <ul style="list-style-type: none"> <li>• how to dispose of cleaning products and materials after use.</li> <li>• the need, where possible, for disposable products to be used. i.e. Mop heads, cloths etc.</li> </ul>



	<p><i>cleaning schedule. This should include:</i></p> <ul style="list-style-type: none"> <li>• <i>more frequent cleaning of rooms or shared areas that are used by different groups</i></li> <li>• <i>frequently touched surfaces being cleaned more often than normal</i></li> <li>• <i>cleaning toilets regularly</i></li> <li>• <i>encouraging pupils to wash their hands thoroughly after using the toilet</i></li> <li>• <i>if your site allows it, allocating different groups their own toilet blocks (Government Guidance)</i></li> </ul>		<p>available for the enhanced cleaning regime to take place.</p> <p>Ensure processes are in place for cleaning during the day. Consider:</p> <ul style="list-style-type: none"> <li>• Following the Government’s <a href="#">COVID-19 cleaning of non-healthcare settings guidance</a></li> <li>• Putting in place a rota for what is cleaned, when and by whom?</li> <li>• Deliver any instruction/training for staff required to clean e.g. door handles, surfaces, equipment, toilets, front entrance buzzer</li> </ul> <p>Ensuring cleaning tools are available in each teaching area e.g. paper towels, gloves, detergent, tissues.</p>		<ul style="list-style-type: none"> <li>• Rota for more regular cleaning during the day following the reopening on 8.3.21 Completed – 01.03.2021</li> </ul> <p>The school cleaner contractors risk assessments and method statements are retained by the school and monitored by the School Business Manager. These are known by all staff who are requested to alert the office of any irregularity in relation to the above. Completed - 01.03.2021</p> <p>Daily inspection of the site will be undertaken by a member of the SLT. Ongoing</p> <p>All staff to be trained in the safe use of chemicals and COSHH Registers. Completed - 02/09/2020</p> <p>Additional cleaning hours have been purchased by the school to ensure cleaning of toilets at lunchtimes. Ongoing</p> <p>Teaching Assistants and staff to sanitise frequently touched surfaces more often than normal. Daily and sign off sheets collected and monitored</p>
Cleaning Routines	The virus remaining on surfaces and being passed from surface to person	All	Surfaces, especially contact points (light switches, door handles, taps, iPads) must be wiped at	High	Dry cloths must never be used to wipe surfaces as this simply disperses the virus over a larger area. Liquid needs to

<p>Break times and Lunch times including outdoor lessons</p>			<p><b>regular and frequent</b> intervals according to the timetable posted in the learning space.</p> <p>Desk surfaces should be regularly wiped down with anti-bacterial spray. At the end of the day, all surfaces must be wiped with a liquid solution including backs of chairs.</p> <p><b>Refer to Annex E – Cleaning Rotas</b></p>		<p>be applied in the form of warm soapy water or anti-viral spray. These can be rinsed so any virus is washed down the sink-widely inform everyone.</p> <p>The purpose of wiping is to remove not kill the virus.</p> <p>Ensure additional cleaning tools are available in each teaching area e.g. paper towels, gloves, detergent, tissues.</p> <p>Ensure antibacterial spray + paper towels are available in each classroom.</p> <p>Cleaning contractors assigned the task of ensuring each day that handwashing sinks, soap dispensers, hand gel, etc. maintain a good/effective level of hygiene levels and a plentiful supply of hygiene products.</p> <p>Completed daily</p>
	<p>Insufficient cleaning happening from one day to the next</p>	<p>All</p>	<p>Cleaning staff to be contacted via Service Master Ltd to make them aware of protocols.</p> <p>Discuss additional and specific cleaning requirements with cleaning contractors. Cleaners must be informed of the need to use wet as opposed to dry cloths to clean. All surfaces (tables, floors etc.) need to be cleaned with liquid. Cleaners should be advised to wear long gloves.</p> <p>All cleaning equipment is colour coded e.g. toilets and classrooms use different coloured equipment</p>	<p>Medium</p>	<p>PR to liaise with cleaning contractors</p> <p>Ongoing daily</p>

			<p>as outlined in the cleaning risk assessment and method statements.</p> <ul style="list-style-type: none"> <li>• Red is to be used for toilets</li> <li>• Blue is for all other surfaces</li> <li>• Yellow is for sinks in toilets</li> <li>• Green is for kitchens</li> </ul>		
<b>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</b>					
Class Arrangements	<p>Too many pupils within a confined space to be able to safely socially distance in accordance with suggested official guidelines</p> <p><i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. When using larger groups, the other measures from the system of controls become even more important to minimise:</i></p> <ul style="list-style-type: none"> <li>• transmission risks</li> <li>• the numbers of pupils and staff who need to self-isolate</li> </ul> <p><i>Younger pupils and those with complex needs will not be able to maintain social distancing and it is</i></p>	<p>Pupils, staff and other adults entering the school</p>	<p>Pupils will be assigned a bubble containing no more than 60 children (year groups). This bubble will be allocated learning spaces which will be theirs only - their classroom. Other children will not be permitted to visit or mix with other bubbles unless it is essential to enable the full curriculum offer. Staff will only work across 'bubbles' where it is absolutely necessary to enable an effective education. Supply teachers, peripatetic teachers and sports coaches may be used if necessary.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</p> <p>Volunteers may be used but under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. <b>They must be aware of the measures of contact in this risk assessment.</b> Mixing of volunteers across groups should be kept</p>	High	

	<p><i>acceptable for them not to distance within their group. Using small groups can:</i></p> <ul style="list-style-type: none"> <li>• <i>restrict the normal operation of education</i></li> <li>• <i>present educational and logistical challenges</i></li> </ul>		<p>to a minimum, and they should remain 2 meters from pupils and staff where possible.</p> <p><b><i>All staff should avoid close face to face contact and minimise time spent within 1m of anyone. (Government guidance)</i></b></p>		
Managing safe numbers	<p><i>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. 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 pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</i></p> <p><i>Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this</i></p>	<p>Pupils, staff and other adults entering the school</p>	<p>In this setting, classrooms vary in size and don't always comply with Government regulations BB103. Social distancing principles will be encouraged and routinely used to minimise contact with other bubbles. A child's bubble will consist of its class 30 children and where necessary the wider year group – up to 60 children (children and teachers in primary schools can still work across age groups if that is needed to enable a full education offer DfE guidance).</p> <p>There will be no school visits to and from the school from other schools at this time.</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. Singing, chanting, playing wind or brass instruments or shouting should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	High	

	<p><i>where you can, even some of the time, will help.</i></p> <p><i>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</i></p> <p><i>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</i>  <i>specialist teaching</i>  <i>wraparound care</i>  <i>transport</i>  <i>boarding pupils who may be in one group residentially and another during the school day</i></p> <p><i>Siblings may also be in different groups.</i>  <i>(Government Guidance)</i></p>				
	<p>Pupils within a confined space will not socially distance effectively</p> <p><i>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</i>  <i>(Government Guidance)</i></p>	Pupils	<p>Allocated classrooms will be set up for each bubble. Within these working spaces will be a desk and chair for each child. Each child will be allocated a working space which only they use. Children will be seated side by side and facing forwards, rather than face to face or side on. Soft furnishings have been moved from the classrooms. The teacher will be based at the front of the class and where possible exercising at least 2m social distancing. We know keeping 2 meters is not always possible in a Primary school but staff should do this when circumstances allow. Staff should avoid close face to face contact and minimise the time spent within 1 metre of anyone.</p>	High	

			<p>Pupils will not be permitted to move out of their working space unless instructed to do so by an adult.</p> <p>Before school and at the end of break and lunch times, children should line up in their table order so that they are next to the person they sit next to in class. When they enter the classroom, they should then be able to filter into their rows so that interaction with children who do not sit around them is minimised.</p> <p>In the case of the hall being repurposed as a classroom, outside lettings will not be permitted <a href="#">at this stage</a>.</p>		
	<p>Cross contamination of bubbles</p> <p><i>'All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision.'</i> (Government Guidance)</p>	All	<p>Year group bubbles will remain as one unit, within their own classrooms, at the same learning space. The majority of the time they will be with the same members of staff, however to enable specialist teaching, there may be incidents where a different teacher is used e.g. P.E.</p>	High	
	Pupils congregating in a classroom space	Pupils, staff and other adults entering the school	<p>Training INSET in regard to classroom layout and organisation carried out by DR from 25/8/20 to 29/8/20. A site walk was carried out by SLT on 1/3/21 prior to reopening on 8/3/21. This is to ensure all classrooms are laid out in such a way to minimise interaction between pupils and staff.</p> <p>Pupils will be allocated a desk which will remain theirs throughout.</p>	High	<p>Information needs to be given to pupils- (suggested method is that names are placed on tables prior to pupils arriving to allow them to go straight to their desk on 1<sup>st</sup> day of arrival. Ensuing days will therefore face no further confusion as pupils will go straight to the desk they have been allocated.) Their books from the previous year will be already in situ for them to use.</p>

			<p>Desks will be positioned side by side and not facing each other. The first row of desks are positioned no closer than 2m from the teacher or adults at the front of the class.</p> <p>On entry into the classroom, pupils will be instructed to go straight to their desk. Their equipment, bags and lunch are to be kept in or under their desks.</p> <p>Before school and at the end of break and lunch times, children should line up in their table order so that they are next to the person they sit next to in class. When they enter the classroom, they should then be able to filter into their rows so that interaction with children who do not sit around them is minimised.</p> <p>Movement around the classroom will be restricted and class boundaries will be set and communicated by each teacher. EYFS and KS1 pupils will have looser restrictions. These are to be determined by the class teacher and communicated with the children.</p>		Completed – 01/09/2020
	Too many pupils congregating in small cloakroom spaces	Pupils	<p>Cloakrooms will not be used. Pupils will be instructed to put coats on the back of their chair and bags underneath their table.</p> <p>Pupils who require the toilet during the course of the day must ask and will only be permitted to go one at a time. The school is not required to allocate toilets but it will require the children to effectively and hygienically use them and wash their hands effectively and in line with the guidance on washing hands.</p>	High	

			<a href="https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing">https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing</a>		
Timings of the school day	<p>Too many people congregating at drop off times</p> <p><i>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</i></p> <p><i>Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</i></p> <ul style="list-style-type: none"> <li><i>• condensing or staggering free periods or break time but retaining the same amount of teaching time</i></li> <li><i>• keeping the length of the day the same but starting and finishing later to avoid busy periods (Government Guidance)</i></li> </ul>	Pupils, staff and other adults entering the school	<p>Parents will be instructed that only one adult should accompany a child to school. Parents will not enter the school building unless a prior appointment has been made through the school office. If a parent is to come on to site, they are required to wear a face covering.</p> <p>Parents will drop their children off at the gate by Kiss and Drop or the playground gate if walking. All children, will then walk into school independently. Teaching assistants will be positioned along the route in to school to ensure children safely arrive at their designated line up point.</p> <p>Key Stage 1 will line up next to their labelled cone and will wait to be led by their teacher to wash their hands in the handwashing basin their class has been allocated (see above timetable). Children will be encouraged by staff to maintain the correct social distancing in their class lines.</p> <p>Year 4 will enter school by walking past the playground, around the building, through the EYFS playground and along the path at the back of the school.</p> <p>Year 5 will go straight to their classroom before school at 8:45am. Whilst one of the Year 5 classes washes their hands the other class sanitises while they wait and then washes their hands after.</p> <p>Key Stage 2 will also come in to school and line up behind their labelled cone. They will then be instructed or led to go and wash their hands at the</p>	High	<p>Information regarding drop off and staggered entry times will be relayed to parents via letter.</p> <p>Completed - 28/08/2020. These have been adapted and were finalised on the 08/09/2020</p> <p>In the case of those cycling to school, children only will be allowed to take their bicycle onto the site to place in the bicycle rack.</p>



			<p>handwashing basin their class has been allocated at 9 a.m. or when the basin is free. Children will be encouraged by staff to maintain the correct social distancing in their class lines.</p> <p>EYFS children will be walked to their classrooms by an adult member of their household. The adult must be wearing a face covering when they enter the school site. The adult will then leave the school site via the one-way system.</p> <p>Teaching assistants will be positioned at hand washing basins and in key areas of the school to ensure correct handwashing techniques are adhered to and that children are walking the correct route to their classroom ensuring social distancing at all times.</p> <p>Staggered drop off times:</p> <p>EYFS, Key stage 1 and Year 5 - 8.45 am Key stage 2 - 9.00 am</p> <p>The Head of School will oversee the staggered drop off times initially, until systems have been established. This can then be delegated to another member of the team.</p>		
	Too many people congregating at pick-up times	Pupils, staff and other adults entering the school	<p>Parents will be requested that only one adult can collect a child and where possible biking and walking to school is preferred.</p> <p>Staggered exit times should ease congestion and will be communicated to parents. Parents will be permitted to socially distance in the far third of the netball court at the end of the day while they wait for their children but will be asked not to congregate anywhere else on the school grounds</p>	High	Cones will be placed on the playground by a teaching assistant (NI) to indicate where the classes should line up at the end of the day.

		<p>or enter the classrooms or office. Parents will be asked to enter the school playground via the pedestrian gate on the left.</p> <p>Pupils will be led out of school by their member of staff to the playground and handed over to their parents waiting in the far third of the netball court in marked bubble zones.</p> <p>Parents and children will then leave via the double gates at the end of the playground, following the path along the zebra crossing and out of the pedestrian gate.</p> <p>Parents will be informed that only one adult should collect a child from school and where possible biking and walking is preferred. They will be instructed to wait in their allocated section which will be clearly signposted by the use of cones (historically, the area where they dropped children off in the mornings). Here they will socially distance, wear a face covering and wait for their child to be led out.</p> <p>Children will be led out of their classrooms by their teacher to wait in lines on the playground. Cones will be placed on the playground by a teaching assistant (NI) to indicate where the classes should line up. Children will then be released to their parent once the teacher has seen the adult who is picking them up and given them permission to leave the line. Children will be encouraged by staff to maintain the correct social distancing in their class lines.</p> <p>1W – green cone</p>		
--	--	--	--	--

		<p>2C – white cone 3G – red cone 4L – yellow cone 4E – yellow cone 6D – white cone 6G – white cone</p> <p>Children in Year 6 who have permission to walk or cycle on their own will be led straight out of school instead of making their way to the playground.</p> <p>Year 5 pupils will be dismissed from the classroom to their parents at 2:45pm who will be waiting outside the classroom next to the carpark. Children in Year 5 who have permission to walk or cycle on their own will be released from the classroom door.</p> <p>Children in EYFS will be collected by one member of their household from their classroom. The adult collecting them will be asked to follow the school one way system round to the classroom, collect their child and then leave via the playground and the double gates, along the pedestrian path. The adult collecting must be wearing a face covering when entering the school site.</p> <p>Staggered Pick up times: EYFS, Key stage 1 and Year 5 - 2.45 pm Key stage 2 - 3.00 pm</p> <p>Signage, communication and instructions will make clear to parents one way systems, entrances/exits and where they should wait.</p>		
--	--	---	--	--

			The Head of School will oversee the staggered pick up at the end of each day initially, until systems have been established. This can then be delegated to another member of the team.																																															
	Bubbles cross contaminating at break time and lunch time.		<p>Handwashing and break times schedule has been created so that breaks are staggered and there are no clashes with handwashing. Each Bubble will have allocated areas on the field and playground in the event of more than one Bubble being outside at any one time e.g. PE being taught, teacher shortage etc.</p> <p>KS1 Lunchtime 30 minutes in class and 20 minutes outdoors KS2 Lunchtime 25 minutes in class and 20 minutes outdoors (see timetable above)</p> <table border="1"> <thead> <tr> <th colspan="5">Lunch Timetable</th> </tr> <tr> <th></th> <th>Start of eating</th> <th>Outside</th> <th>End of lunch</th> <th>Section</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>11:45</td> <td>12:15</td> <td>12:35</td> <td>n/a</td> </tr> <tr> <td>Y1</td> <td>11:45</td> <td>12:15</td> <td>12:35</td> <td>2</td> </tr> <tr> <td>Y2</td> <td>11:45</td> <td>12:15</td> <td>12:35</td> <td>1</td> </tr> <tr> <td>Y3</td> <td>12:10</td> <td>12:35</td> <td>12:55</td> <td>2</td> </tr> <tr> <td>Y4</td> <td>12:10</td> <td>12:35</td> <td>12:55</td> <td>1</td> </tr> <tr> <td>Y5</td> <td>12:30</td> <td>12:55</td> <td>13:15</td> <td>1</td> </tr> <tr> <td>Y6</td> <td>12:30</td> <td>12:55</td> <td>13:15</td> <td>2</td> </tr> </tbody> </table> <p>Section 1: Left hand side of the playground as you look out from the school building and the left-hand side of the field as you look out from the pavilion.</p>	Lunch Timetable						Start of eating	Outside	End of lunch	Section	EYFS	11:45	12:15	12:35	n/a	Y1	11:45	12:15	12:35	2	Y2	11:45	12:15	12:35	1	Y3	12:10	12:35	12:55	2	Y4	12:10	12:35	12:55	1	Y5	12:30	12:55	13:15	1	Y6	12:30	12:55	13:15	2		<p>Field to be marked by Wendy to demarcate section 1 and section 2. Cones to be placed on playground by LDLB. Teachers to accompany children to their allocated playtime sections on first day back. Completed – 01/09/2020</p> <p>Teachers to brief children on acceptable non-contact games that they may play at break and lunch times.</p> <p>Timetable breaks, allowing for at least 2 bubbles to be outside at the same time but in different allocated zones to allow for adequate supervision while staff, one at a time, visit the toilet. Completed – 01/09/2020</p>
Lunch Timetable																																																		
	Start of eating	Outside	End of lunch	Section																																														
EYFS	11:45	12:15	12:35	n/a																																														
Y1	11:45	12:15	12:35	2																																														
Y2	11:45	12:15	12:35	1																																														
Y3	12:10	12:35	12:55	2																																														
Y4	12:10	12:35	12:55	1																																														
Y5	12:30	12:55	13:15	1																																														
Y6	12:30	12:55	13:15	2																																														

			<p>Section 2: Right hand side of the playground as you look out from the school building and right-hand side of the field as you look out from the pavilion. These sections will be coned off to make them clear.</p> <p>The Pirate ship area and fun run will not be in use.</p> <p>Each classroom will have its own outdoor play equipment. This equipment will be not shared across bubbles.</p> <p>Teachers to brief children on acceptable non-contact games that they may play at break and lunch times and to monitor that children are correctly socially distancing throughout break and lunchtime.</p> <p>The Hall will not be used at lunchtime.</p>		
	Cross contamination of bubbles during the distribution of lunch	YP	<p>Pupils will remain in their allocated classroom to eat their lunch at their table. Once they have eaten their food, their tables will be wiped down using antibacterial spray and paper towels.</p> <p>Where lunch been ordered from the kitchen, this must be collected and then brought to classes by their teacher or teaching assistant for distribution. This is to avoid other staff entering bubbles. Staff must wash their hands before collecting food.</p> <p>The sharing of food is strictly prohibited and no food tasting sessions must take place during this period.</p> <p>Break time snacks can be eaten outside in the allocated "bubble" space.</p>	Medium	<p>Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements.</p> <p>Advise teaching staff that P.E. lessons should only be conducted outside. The hall should not be used for this purpose.</p> <p>Completed – 01/09/2020</p>

			<p>No pupil is permitted into the hall at any stage of the day.</p> <p>It is essential that all wash their hands before and after eating.</p>		
	Cross contamination through the touching of surfaces	Pupils	<p>The Pirate Ship and Fun Run will be cordoned off so that they are not used.</p> <p>EYFS may use their climbing frame as it will be out of use to all other bubbles. It will be cleaned at the end of each day. Please note all of EYFS will be seen as one bubble.</p>	Medium	<p>Cordon off climbing apparatus and store away all playtime toys. Completed – 01/09/2020</p> <p>Remove/cordon off seating areas (used by EYFS)</p>
	Cross contamination through the touching of equipment	Pupils	<p>Sport and physical activity will be provided whilst following our measures of control. These include washing hand after PE and Sport, cleaning of equipment after sport and no contact sports until it is deemed safe to do so. No sport will take place in the Hall so timetabling of the outdoor space will be prioritised.</p> <p>All equipment must be cleaned with appropriate cleaning materials before being put away.</p> <p><b>(see specific risk assessment section below on curriculum P.E.)</b></p> <p>When planning PE and sport the following advice will be adhered to:</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a></p>	Medium	

			<p>Lessons can take place in the pond/wildlife area as long as social distancing can be suitably implemented.</p> <p>Padlocks must be wiped after being handled. Only one bubble is permitted in the pond/wildlife area at any one time.</p>		
	<p>Cross contamination through sharing of equipment <i>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</i></p> <p><i>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.</i></p> <p><i>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</i></p> <ul style="list-style-type: none"> <li>• <i>clean it before it is moved between bubbles</i></li> <li>• <i>allow them to be left unused for a period of 48 hours (72 hours for plastics) (Government Guidance)</i></li> </ul>	Pupils	<p>Children instructed to bring in their own named individual equipment which only they can use (School will provide pens, pencils, rulers and scissors).</p> <p>Should a child not bring any necessary equipment, they should be issued with a pen and pencil which will be labelled with their name.</p> <p>The first task on Day 1 of the full re-opening will require the children to label all their belongings with labels or permanent marker pens.</p> <p>All items belonging to a child must be taken home at the end of the day excluding 'borrowed' items from school which will remain should they forget again.</p> <p>The sharing of belongings is to be avoided by the children completing tasks which largely require the use of the resources they have brought in.</p> <p>If scissors or glue sticks are required, these must be washed with soapy water after being used by each individual child.</p> <p>The children will complete their daily work in their exercise books as normal. These will be kept in a</p>	High	<p>Children to be instructed to bring their belongings in a book bag or something else of a similar size - the usual large bags must not be brought to school. Completed – 01/09/2020</p> <p>Pupils will require P.E. kit for PE activities. Completed – 01/09/2020</p> <p>Pupils and parents to be informed of strict rules regarding the use of personal equipment and informed of areas, like the water fountain being out of use. Completed 01/09/2020</p> <p>Get iPads ready for use – able to display Google Classroom and named/numbered. 1 per two children and cleaning between use. Daily</p> <p>Consider how they will be charged at the end of the day. The vast majority of children will be able to charge their own device (EYFS will need assistance from the TA). Class systems in place 02/09/2020</p>

		<p>tray either in their desk or beneath it, which they remain responsible for maintaining.</p> <p>In order to access certain lessons, pupils require an iPad. These should be allocated one for every two children and named as such. iPads will need to be wiped when users are changed and charged at the end of the day. This should be done either by the individual child or a member of staff wiping the iPad before placing it back in the charging unit. iPads should be reissued in the morning before the pupils arrive, by placing them on desks according to who has been allocated each one. If a child decides to bring their own device (BYOD), this would be permitted and encouraged. iPads should not be shared between classes. iPad covers will be removed.</p> <p>All soft furnishings, soft toys and toys/resources with intricate parts must be stored away and not used.</p> <p>In the case of classrooms where EYFS and Y1 will be based, buckets filled with soapy water will be located alongside resources which can be cleaned, i.e. those made of plastic, paint pots, etc. Once a child has handled a specific resource, they will be placed in the bucket to be cleaned before the next child is allowed to use the same piece of apparatus. Each evening these resources will be put in a Milton sterilising solution overnight for thorough decontamination.</p> <p>All pupils will be instructed to bring a water bottle each day owing to the fact that water fountains are strictly not in use.</p>	<p>Consider how charging units will be distributed around classrooms. Completed – 01/09/2020</p> <p>Consider how they will be decontaminated particularly in EYFS and KS1. Wiping with detergent spray provided is acceptable. Water is not. Teachers and staff completing 28/09/2020</p> <p>Communicate to parents that all personal items must be named. Completed - 01/09/2020</p>
--	--	--	---



	<p>Too many people congregating in the staff room, office and staff toilet</p>	<p>Staff</p>	<p>Staff kitchens have been allocated to specific adults to avoid congestion.  Year 6, 4E, Year 1 and EYFS to use Lowbrook Suite kitchen (maximum 2 adults to use kitchen at any one time)  Year 5, 4L, Year 3, Year 2 and office staff to use kitchen off of the hall (maximum 1 adult to use kitchen at any one time. This includes not using this as a walkway when other staff are using the kitchen)</p> <p>All shared coffee cups and glasses have been removed. Teachers to supply own from home.</p> <p>Staff members are not to use the ILE at lunch times or to complete individual work. They will be permitted to go home for their PPA time in order to access a safe working environment outside of the classroom.</p> <p>Staff should be encouraged to bring their own flasks of drink and a packed lunch to reduce the need to visit the staff kitchens.</p> <p>The office door will remain open but access is not permitted by teaching staff.</p> <p>Office staff should ensure that they keep their contact with other bubbles to a minimum. However, if contact is absolutely necessary that must wear a face covering whilst travelling around the school site.</p> <p>The photocopier is essential but must be used by one person at a time and the key pads must be sanitised after use.</p>	<p>Medium</p>	<p><b>Adults are much more likely to spread the illness to other adults than to children hence the need to maintain social distancing amongst each other.</b></p> <p>In use signs will need to be added to the toilet blocks.</p> <p>Completed – 07/09/2020</p>
--	--	--------------	---	---------------	---

			The Gents toilet only provides access for one person at any one time. Although the Ladies' toilet allows for more, only one person at a time is permitted to enter. Staff wishing to use the facilities should wait outside until the cloakroom becomes free.		
	Not enough space for adequate social distancing in corridors	Staff	<p>The movement around school must be contained to a minimum. No pupils are permitted to move from their classroom unless visiting the toilet or going outside for a break. Staff movement around school should also be kept to a minimum. Sensible measures should be taken if passing in a corridor. Due to this school having only one corridor there is no one way system in place. Staff must not congregate and should keep to their own working spaces.</p> <p>Office staff should ensure that they keep their contact with other bubbles to a minimum. However, if contact is absolutely necessary that must wear a face covering whilst travelling around the school site.</p> <p>As year 2 will use the toilet in the year 3 classroom, in order to access it they must use the outside doors and not through the year 3 classroom. Year 4 must access the playground and field through the outside doors and not through the ILE or year 3 classroom. They will be supervised by an adult when leaving the classroom outside.</p>	Medium	<p>BA food trolleys now used. Completed 22.09.2020</p> <p>School staff from each class carry out own class routines. Staff wash hands and collect and distribute all school lunches.</p>
	Overcrowding of the school reception and office area	All	No one, especially parents, is permitted to enter Reception/School Office area unless for an urgent matter as determined by the office staff.	Low	<p>This needs to be communicated to parents. Completed – 01/09/2020</p>

			<p><b>On no account must pupils, parents/carers and any visitors, such as suppliers, enter the school if they are displaying any symptoms of coronavirus.</b></p> <p>Urgent messages should be telephoned or emailed through to the office. Signage will be displayed to this effect.</p> <p>Paper work can be posted through the school letter box or if too large placed in the blue box outside the school office door.</p> <p>If a child forgets something for the day, they do without. If absolutely necessary, parents can ring the school office and deliver to the school gate with agreement.</p> <p>Regular cleaning of the outer door buzzer and handles will be regularly rota'd.</p> <p>Regular cleaning of telephones throughout the day. Office computers must only be used by office personnel.</p>		
	Unnecessary exposure to illness by being in contact with parents	All	At pick up and drop off times, staff should maintain social distancing. Staff are required to wear face coverings during this time to minimise exposure.	Medium	<p>Parents must be informed that messages should be relayed to staff by emailing the office.</p> <p>Completed – 01/09/2020</p>
Deliveries to school	Inadequate procedures in place for deliveries to the school	Staff	<p>Arrangements will be in place for any visitors/contractors on site, with protocols and expectations shared. They will only be allowed on site with a prior appointment and masks must be worn whilst on site.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>	Medium	<p>PR to oversee</p> <p><b><i>This applies to deliveries of fruit also</i></b>  A delivery box is now left outside the school office</p>

7) Keep occupied spaces well ventilated.					
			<p>Whilst pupils in the guidance have been recommended to not face each other, teachers have been mandated to stand in front of their 30 children. Therefore, teachers are positioned to the most reasonable ventilated apex of their room and where possible, have been allocated a safe zone behind the children to complete work.</p> <p>Doors and windows will be open to allow for as much ventilation as possible</p> <p>In line with the Guidance for Schools from the Federation of European Heating, Ventilation and Air Conditioning Associations (REHVA) received on the 14<sup>th</sup> October 2020, CO<sub>2</sub> monitors with traffic light indication have been installed in classrooms where ventilation depends on opening windows and doors to allow staff to quickly and effectively monitor air quality. The CO<sub>2</sub> monitor is placed in a visible position in the classroom, away from fresh air inlets e.g. open windows. The default settings of the monitor will be changed to orange light up to 800ppm and red light up to 1000ppm in order to promote as much ventilation as possible.</p>		<p>CO<sub>2</sub> monitors are to be purchased and installed in all classroom by 23.10.2020</p> <p>Completed</p>
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.					
First Aid	General first aid equipment not readily available	Pupils & Staff	<p>Each classroom is allocated a basic first aid kit.</p> <p>PPE is supplied and can be worn by staff administering first aid.</p>	Low	<p>The Health and Safety Executive published guidance on <a href="#">first aid during coronavirus (COVID-19)</a> which:</p> <ul style="list-style-type: none"> <li>• supports local risk assessments</li> <li>• provides guidance for first aiders (<i>Government Guidance</i>)</li> </ul>

	<p>The picking up of infection through the inadequate use of PPE</p> <p><i>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</i></p> <p><i>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</i></p> <p><i>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</i></p> <ul style="list-style-type: none"> <li>• <i>a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</i></li> <li>• <i>performing aerosol generating procedures (AGPs)</i></li> </ul> <p><i>When working with children and young people who cough, spit or vomit but do not have coronavirus</i></p>	Staff	<p>Staff to be issued with PPE. If a child has symptoms of Covid 19 or first aid involving touch and/or bodily fluids is required, then PPE must be worn.</p> <p>Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable. Appropriate school attire is encouraged. Staff are to be dressed in a smart casual style (No Jeans/Flip-flops) and ensure all clothes are washed.</p> <p>Ideally gloves should not be worn. (These provide a false sense of security and washing hands and wrists is a much better form of protection. The virus lives for less time on skin than on the smooth surface of gloves. It is also harder to remove gloves without contaminating oneself.)</p> <p>Office staff should ensure that they keep their contact with other bubbles to a minimum. However, if contact is absolutely necessary, they must wear a face covering whilst travelling around the school site.</p> <p>Guidance below provides more advice:  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p>Staff have been provided with appropriate slides on how to safely use PPE. Training on this will be provided again before school opening.</p> <p>If a child has a wet accident, the child will be given a fresh set of underwear and asked to change in to dry clothes.</p>	Medium	<p>Distribute PPE equipment (head visors, goggles, face masks and aprons) to staff.  Completed – 28/08/2020</p> <p>Have PPE readily available in classrooms should first aid need to be delivered.  Completed – 28/08/2020</p>
--	--	-------	---	--------	--

	<p><i>(COVID-19) symptoms, only any PPE that would be routinely worn, should be worn. The guidance on safe working in education, childcare and children’s social care provides more information about preventing and controlling infection. This includes:</i></p> <ul style="list-style-type: none"> <li><i>• when and how PPE should be used</i></li> <li><i>• what type of PPE to use</i></li> <li><i>• how to source it</i></li> </ul> <p><i>(Government Guidance)</i></p>		<p>If a child soils themselves, the child will be given a fresh set of underwear and parents will be contacted to take them home.</p>		
<b>9) Promote and engage in asymptomatic testing, where available.</b>					
LFD testing	<p>Guidance on testing in our setting can be found <a href="#">here</a>.</p> <p><i>Primary, school-based nursery and maintained nursery staff will be supplied with lateral flow device (LFD) test kits to self-swab. Staff will be asked to take their test kits home and carry out the test twice a week. The LFD test will give a result in around 30 minutes. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result with their school or nursery to help with contact tracing.</i></p>	Staff and visitors	<p>Staff will be provided with a Lateral Flow device testing kit and training provided on how to use it. All staff will be asked to carry out the test twice a week (Sunday evening and Wednesday evening).</p> <p>Staff are to report their result to Pauline Reid via email.</p> <p>Staff with a positive result must stay at home and arrange a PCR test to confirm the result.</p> <p>Anyone with symptoms, even if they had a recent negative test result, must follow the stay at home guidance and arrange a PCR test.</p>	Medium	<p><b>Staff training on Lateral Flow Device testing and provision of test kits</b>  <b>Completed 8<sup>th</sup> February 2021</b></p>

	<p><i>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</i></p> <p><i>Staff with a positive LFD test result will need to self-isolate in line with the <a href="#">stay-at-home guidance</a>. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. Staff with a negative LFD test result can continue to attend school or nursery and use protective measures.</i></p> <p><i>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</i></p> <p><i>Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus. (Government Guidance)</i></p>				
--	--	--	--	--	--

10) Promote and engage with the NHS Test and Trace process.					
Signs of Illness	<p>Anyone displaying signs of illness, may pass the disease on</p> <p><i>Staff members, parents and carers will need to:</i>  <i>book a test if they or their child has symptoms - the main symptoms are:</i></p> <ul style="list-style-type: none"> <li>• a high temperature</li> <li>• a new continuous cough o a loss or change to your sense of smell or taste</li> </ul> <p><i>self-isolate immediately and not come to school if:</i></p> <ul style="list-style-type: none"> <li>• they develop symptoms o they have been in close contact with someone who tests positive for coronavirus (COVID-19) 24</li> <li>• anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>• they are required to do so having recently travelled from certain other countries</li> <li>• they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> <li>• provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace (Government Guidance)</li> </ul>	All	<p>If anyone (child or adult) has a new cough or develops a temperature and starts to feels unwell at school, they must be sent home straight away.</p> <p>Similarly, any loss of taste (Anosmia) or smell could be a sign of Covid 19 and must be treated as such. Parents will be requested to take their child’s temperature each morning before bringing them to school. If a child displays an abnormal temperature they, on no account, should be brought to school, as recommended by Consultant Physician Matthew Butler.</p> <p>In such a case, they must follow the government guidance on self-isolating. They must also book a PCR test.</p> <p>If the test result is positive, they must inform the school immediately and need to self-isolate for at least 10 days from the onset of their symptoms. Their household should self-isolate for at least 14 days from when the symptomatic person first developed symptoms, following stay at home guidance.</p> <p>A sibling of that child should also be sent home at the same time.</p> <p>The school will contact HPT.</p> <p>The school will issue advice from HPT on steps to be taken.</p>	High	<p>Inform parents of this.  Completed - 28/08/2020</p>



		<p>In such circumstances, households are advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a></p> <p>Any child showing signs of illness must be taken by a staff member wearing PPE to the pick-up point (outdoor amphitheatre by the pick up point) where they will be collected by their parent/carer. Whilst a child is waiting to be collected, they should be taken to, and remain, at the pick up point where they can be supervised at a distance.</p> <p>The staff member must adorn gloves, face mask and visor and must endeavour to socially distance at least 2 metres from the child. If the child requires toileting, they will use the disabled toilet adjacent to the office. This area will be thoroughly cleaned by staff wearing PPE using school bleach cleaning products.</p> <p>The remainder of the bubble (adults and children) remain at school unless a positive result is confirmed. At this point the local health protection team will be contacted for advice of possible partial or full temporary closure. This is possible if there are 2 or more cases.</p> <p>The school will issue Covid 19 test kits to any child who is unable to access a test. Guidance regarding this is still pending.</p> <p>In the event of a local outbreak, the school will be guided by the advice of the health protection team or local authority over whether or not a temporary close to help control transmission is required. In such instances, school will return to the remote</p>	
--	--	--	--

			<p>learning programme previously put in place using Google Classroom.</p> <p>It is possible during an outbreak that a mobile 'Track and Trace' team will be directed to the site.</p>		
<b>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>					
Managing confirmed cases	<p><i>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice. The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close</i></p>	All	<p>If a member of the school community's test result is positive, they must inform the school immediately and need to self-isolate for at least 10 days from the onset of their symptoms. Their household should self-isolate for at least 14 days from when the symptomatic person first developed symptoms, following stay at home guidance.</p> <p>The school will contact the local health protection team immediately.</p> <p>The school will then take advice from the local health protection team. Based on this advice the school will send home any person who has been in close contact, advising them to self-isolate for 14 days since they were last in contact with that person. Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>➤ face-to-face contact including being coughed on or having a face-to face conversation within 1 metre</li> </ul> </li> </ul>	Medium	

	<i>contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive. (Government Guidance)</i>		<ul style="list-style-type: none"> <li>➤ been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>➤ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>➤ travelled in the same vehicle or a plane</li> </ul> <p>As stated earlier, the school will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.</p>		
<b>12. Contain any outbreak by following local health protection team advice</b>					
Containing outbreak	<i>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. (Government Guidance)</i>	All	Follow advice from local health protection team should there be an outbreak.	Medium	DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

## Section 2: School Operations

<b>School Workforce</b>					
Staffing Policies and Procedures	Key staff members not on site	Staff	<p>The school will endeavour to ensure key members of staff are on site when there are children present. Including at least one of the following:</p> <ul style="list-style-type: none"> <li>• Paediatric First aider</li> <li>• First Aider</li> <li>• Designated Safeguarding Lead (DSL)</li> <li>• SENCO</li> <li>• Caretaker/site member</li> <li>• Office staff member</li> </ul>	Medium	<p><b>Determine cover arrangements (including leaders and safeguarding designated leads) – and review on a weekly rather than daily basis to minimise contacts.</b></p> <p>Ongoing – 01/09/2020</p> <p><b><i>Principles for staff</i></b></p>

			<p>Externally employed adults who might ordinarily deliver learning in school e.g. sports coaches and music tutors are permitted to be on site. Protocols and expectations will be shared if and when external providers resume their role.</p>	<ol style="list-style-type: none"> <li>1. <i>Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.</i></li> <li>2. <i>Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</i></li> <li>3. <i>Use the 'catch it, bin it, kill it' approach.</i></li> <li>4. <i>Avoid touching your mouth, nose and eyes.</i></li> <li>5. <i>Clean frequently touched surfaces often using standard products, such as detergents and bleach.</i></li> <li>6. <i>Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).</i></li> <li>7. <i>Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.</i></li> <li>8. <i>Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it'</i></li> </ol>
--	--	--	---	--

					<p><i>etc. including by updating your classrooms displays with posters.</i></p> <ol style="list-style-type: none"> <li>9. <i>Prevent your class from sharing equipment and resources (like stationery).</i></li> <li>10. <i>Keep your classroom door and windows open if possible for air flow.</i></li> <li>11. <i>Limit the number of children from your class using the toilet at any one time.</i></li> <li>12. <i>Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.</i></li> <li>13. <i>Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take. (Government Guidance)</i></li> </ol> <p>At all times, the school will adhere to the DFE Guidance on the System of Controls.</p>
	Staff susceptible to illness will catch the disease	Staff	<p>Staffing numbers required for entire eligible cohort to be determined including support staff. Including at least one of the following:</p> <ul style="list-style-type: none"> <li>• Paediatric First aider</li> <li>• First Aider</li> <li>• Designated Safeguarding Lead (DSL)</li> <li>• SENCO</li> <li>• Caretaker/site member</li> <li>• Office staff member</li> </ul> <p><i>DFE Guidance states:</i></p>	High	<p><b>Establish which staff this applies to. Having done this, allocate additional members of staff to bubbles.</b></p> <p><b>Completed – 01/09/2020</b></p> <p><b>Distribute the work of those staff members in the classroom to those working from home.</b></p> <p><b>N/A</b></p> <p><b>Determine plans to respond to increased sickness levels.</b></p>

		<p><b>Clinically Extremely Vulnerable</b></p> <p>CEV staff are advised not to attend the workplace and work from home where possible. If this is not possible they can attend site. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Employers should talk to their staff about how they will be supported, including to work from home. You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance.</p> <p>CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p><b>Staff who are clinically vulnerable</b></p> <p>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p><b>Pregnancy</b></p>	<p>Lockdown plans in place 02/09/2020 – these are ongoing</p> <p>Refer to:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>
--	--	--	---

		<p>You will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: <a href="#">a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice</a>.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions</p>		
--	--	--	--	--

		<p>that place them at greater risk of severe illness if they catch coronavirus (COVID-19).  We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.  Read more <a href="#">guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists</a>.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further <a href="#">information available on who is at higher risk from coronavirus</a>.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p> <p><b>Refer to Annex B - Principles for Staff</b></p>		
--	--	--	--	--



			<b>Refer to Annex F - COVID-19 Guidance on school staff availability</b>		
	Cross contamination through the sharing of resources	Staff	<p>Staff should use their own laptop.</p> <p>The IWB should only be used by the teacher.</p> <p>See section on page 27 – “Cross contamination through sharing of equipment.”</p> <p>Children will be allocated reading books on a Friday morning to be returned the following Thursday in to a quarantine box. These books will then be quarantined for a minimum of 72 hours. 48 – 72 hours for plastics. Quarantined book tubs will be allocated to each class.</p> <p>It is important to remember that Items that are plastic can contain Covid 19 for up to 72 hours.</p> <p>Shared resources between bubbles (e.g. PE equipment) must be cleaned thoroughly or quarantined before a different bubble uses them for the 72-hour period. Science equipment will be collected by teachers at the beginning of each unit and stored in their classroom.</p> <p>Staff lanyards must not be worn to prevent any cross contamination.</p>	Medium	<p>Establish who requires a computer in the event of a TA overseeing a class. Completed - 28/08/2020</p> <p>Communicate to staff re. Removal of lanyards. Completed - 28/08/2020</p> <p>Quarantined book tubs will be allocated to each class Completed - 28/08/2020</p>
	The picking up of infection through close contact with pupils and other staff	Staff	<p>Staff kitchens have been allocated to specific adults to avoid congestion.</p> <p>Year 6, 4E, Year 1 and EYFS to use Lowbrook Suite kitchen (maximum 2 adults to use kitchen at any one time)</p> <p>Year 5, 4D, Year 3, Year 2 and office staff to use kitchen off of the hall (maximum 1 adult to use kitchen at any one time. This includes not using</p>	High	

		<p>this as a walkway when other staff are using the kitchen)</p> <p>All shared coffee cups and glasses have been removed. Teachers to supply own from home.</p> <p>Some furniture has been removed from the ILE to encourage social distancing between staff members.</p> <p>Staff should keep their movement around the school to a minimum and only go to different parts of the school when absolutely necessary. All communication which can be carried out through email to the office should be done electronically as teaching staff may not enter the school office.</p> <p>Should a lengthy discussion need to take place between teachers and office staff, this should be done so in the reception area at a safe distance.</p> <p>In the classroom, staff should position themselves in a spot where they can maintain social distancing, ideally at a well-ventilated vantage to avoid being in the direction of droplets released from the children. Staff need to avoid as much as possible face to face contact within 1m proximity. If this is not possible they need to minimise the time spent within 1 metre.</p>		
--	--	---	--	--

	<p>The picking up of infection through the touching of surfaces</p>	<p>Staff</p>	<p>In the same way the pupils must adhere to hand washing routines, so staff must as well.</p> <p>Staff should be encouraged to keep their hands clasped as a way of avoiding touching surfaces and remembering not to touch the face.</p> <p>When marking books, it is important that staff members sanitise or wash hands prior to handling the books and also after. Staff are required to wear gloves when marking books and marking is to be light touch only.</p> <p>Guidance allows books to be taken home by staff however we believe that this is an unnecessary risk and as such staff are not permitted to take books home.</p> <p>Therefore, on no account must books or anything other than school laptops be removed from the classroom either during or at the end of the day.</p>	<p>High</p>	<p>The importance of breaking transmission chains cannot be stressed enough.</p>
	<p>Staff members suffering with stress and anxiety</p> <p><i>All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Some staff may remain anxious and you may need extra systems in place to support staff wellbeing.</i></p>	<p>All Staff</p>	<p>The school will have in place support for wellbeing, mental health and resilience, including bereavement support.</p> <p>Updates to risk assessment is an ongoing and collaborative process with all staff and governors. Parents are provided with access and updates and as always are encouraged to add their views.</p> <p><i>The school has appointed Mrs Denham as its lead on mental health and well being. An ongoing plan for the school has been implemented through the continuous improvement plan (CIP).</i></p>	<p>Medium</p>	

	<p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing and the <a href="#">Our Frontline: Wellbeing toolkit for educators</a> brings together a range of resources and support for staff. 38 You may also find this list of <a href="#">mental health resources for parents, children, young people and staff</a> useful when planning your approach. (Government Guidance)</p>				
	<p>Updated policies and procedures have not been communicated to all staff and governors</p>	<p>Staff</p>	<p>Staff/Governors will be notified of:</p> <ul style="list-style-type: none"> <li>• changes to fire evacuation and lockdown drills</li> <li>• COVID-19 risk assessment and procedures and any risk assessments that have been written</li> <li>• Safeguarding and Child Protection</li> <li>• Data Protection Policy</li> <li>• Updated behaviour policy</li> <li>• Updates from the DFE and guidance from the Public Health England</li> <li>• COVID-19 specific risk assessments for catering, cleaning and P.E. contractors (to be kept by the school)</li> <li>• Arrangements for the return of pupils and parents.</li> <li>• Opening procedures</li> <li>• Updates to the website if applicable</li> </ul> <p>The school will ensure all staff are trained on updates to policies and procedures including any</p>	<p>Low</p>	<p>Staff training to be provided in the use of this and all other school risk assessment and policy changes prior to whole school reopening in September. Completed - 28/08/2020</p> <p>Ongoing</p>

			interim arrangements regarding SEND Information and reporting. Opportunities for feedback will be factored in.		
<b>Catering</b>					
	In the event of the school kitchen reopening not everything is in place for this to be done safely.	Staff	<p>Before the kitchen can open, the cleaning and disinfecting of all areas and surfaces must happen. Deep cleaning of the kitchen prior to reopening and before food preparation resumes is essential.</p> <p>The catering company will take responsibility for when and by who ongoing daily cleaning of kitchen is going to happen as well as how food will be prepared and served.</p> <p>The school will retain the catering risk assessments and monitor the controls identified.</p>	Medium	Catering The kitchen is now fully open.
<b>Estates</b>					
Preparing the site for wider re-opening	The site requires maintenance for it to reach a standard which would make it safe for full re-opening	Staff	<p>A list of checks will be carried out before re-opening. These might relate to:</p> <ul style="list-style-type: none"> <li>• Electrical &amp; lighting</li> <li>• Heating systems/ Boiler</li> <li>• Fire escape routes</li> <li>• Fire alarm</li> <li>• Water systems/ legionella</li> <li>• Gas safety</li> <li>• The fabric of the building</li> </ul>		<p>Allow sufficient time for this activity, approx. 1 week before opening if possible.</p> <p>Water treatment, flushing of system for (including drinking water), certifying of the water system including legionella protocols. Completed and ongoing</p>
	Emergency Evacuation plans are in place	Staff	Evacuation routes are confirmed, and signage accurately reflects these. Emergency evacuation remains the same as before but pupils and staff need to be informed and emergency evacuation practised to account for staff and pupils needing to evacuate from an area they are less used to		Ensure fire drill is undertaken once pupils return to ensure correct procedures are in place.

			<p>working in. This will ensure pupils and staff are re-orientated.</p> <p>N.B. In the event of emergency, the priority is getting out of the building safely and calmly regardless of social distancing.</p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>A fire drill will be timetabled for the first week back.</p>		<p>Week commencing 1<sup>st</sup> September and again 29<sup>th</sup> September when all the EYFS are in school.</p> <p>Completed – 18/09/2020</p> <p>6 weekly testing to resume</p> <p>Ongoing 13/05/2021</p>
	Conditions ripe for infection to spread owing to no circulation of air	Pupils & Staff	<p>All doors to classrooms, internal and external, to be propped open (bearing in mind fire safety &amp; safeguarding and noting particularly that the holding open of fire doors without the use of approved hold open devices is not permitted). All windows to be open.</p>	Medium	<p>Air to be circulated with doors and windows open prior to pupils arriving and left open after pupils have left-instruct staff.</p> <p>Ongoing</p>

### Section 3: Curriculum, behaviour and pastoral support

Curriculum	The workload for staff becomes unmanageable	Staff	<p>Staff will be instructed to reinforce learning and practice of good hygiene habits through games and repetition, and through reference to the posters provided in Government Guidance.</p> <p>Staff will be mindful of the need to provide ongoing support for any emerging anxiety and/or wellbeing issues.</p> <p>Staff will consider which lessons can be safely conducted outside while at the same time ensuring social distancing. Individual risk will be identified on the lesson plans. Thorough cleaning of all equipment, especially in PE is required.</p>	Medium	<p>The schools Marking, Feedback and Assessment policy will be updated to reflect the safety issues identified in this risk assessment.</p> <p>Completed - 08/09/2020</p>
------------	---	-------	---	--------	---

			<p>Outdoor teaching is recommended and should be exploited where possible.</p> <p>Children should complete any work in their exercise books which only they should handle. Children are not permitted to swap books with another child to carry out peer assessment. Children may self-assess work when applicable.</p> <p>When marking books, staff must sanitise or wash their hands prior to handling books and again afterwards. They must wear gloves whilst marking. They must not touch their face.</p> <p>Homework should be set using online tools e.g. Google Classroom, MyMaths, PurpleMash. Minimal paper homework is to be set to minimise contamination between home and school.</p> <p><b>If lockdown or partial closure is enforced the Home-schooling using Google classroom will commence immediately- this scheme of work is referred to as the Covid Curriculum and is available remotely on the school server for staff to facilitate.</b></p>		
	<p>Gaps in pupils' knowledge becomes evident following the long period of home schooling</p> <p><i>EYFS</i>  <i>You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this</i></p>	Pupils	<p>The school will aim to deliver a high-quality education as soon as pupils return, that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Staff will aim to teach an ambitious and broad curriculum in all subject, but make use of existing flexibilities to create time to cover the most important missed content. However, some modification to the curriculum may be needed, with teaching time prioritised to address significant gaps in pupils' knowledge.</p>	Medium	

	<p><i>would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, 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 Reception, consider how all groups of children can be given equal opportunities for outdoor education.</i></p> <p><i>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing 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. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</i></p> <p><i>(Government Guidance)</i></p>		<p>Curriculum planning will be informed by an assessment of pupils' starting points and by addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment. For pupils in EYFS, staff will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>For pupils in key stages 1 and 2, staff will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and identify opportunities across the curriculum for pupils to 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, time and place, the arts, physical and emotional health and religious education.</p>		
--	---	--	--	--	--



	<p>Physical Activity in Schools</p> <p>Guidance can be found <a href="#">here</a></p>	Pupils	<p>Sport and physical activity will be provided whilst following the systems of control. These include:</p> <ul style="list-style-type: none"> <li>- sanitise hands before PE and sport</li> <li>- washing hands after PE and sport</li> <li>- cleaning of equipment after sport with appropriate cleaning materials before being put away.</li> <li>- no sport will take place in the hall so timetabling of the outdoor space will be prioritised.</li> <li>- outdoor space to be fully utilised with children spread out as much as possible</li> </ul> <p>P.E providers will be teaching netball and hockey in the fourth term. A meeting has been held with Mitch Woodward and Jenny Martin who will be responsible for teaching P.E. The risk assessment and procedures were shared in this meeting and the company's specific risk assessments were collected. Providers will use their own equipment and be responsible for cleaning kit in between lessons. Activities will be skills based so that no physical contact will take place during these lessons and children will be socially distanced where possible.</p> <p>All children will come to school in their P.E kits to avoid congestion when changing and stay in their P.E. kit for the duration of the day.</p> <p>Gymnastics and Dance will continue to take place on the school field. The hall will not be used as an option should the weather not be suitable. If the hall is used, all equipment, including gym mats, will be wiped down between each use.</p>	Medium	<p>RQ to liase with providers on the days they are in and give cleaning materials</p> <p>Anti-Bacterial Spray and Cloths provided for cleaning in between lessons</p> <p>Meeting held with Mitch Woodward and Jenny Martin who will be responsible for teaching P.E.</p> <p>Monitoring ongoing</p>
	Specific areas of the curriculum create additional risk	Pupils & Staff	Consideration will be given to the organisation of music lessons. Pupils will not be permitted to share instruments and singing will be limited to the outside		

	<p><i>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</i></p> <p><i>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. (Government Guidance)</i></p>		<p>and strict social distancing between singers and players, 2 meters is appropriate. They should be placed back to back or side to side.</p> <p>P.E. lessons will be confined to one bubble participating at a time with: outdoor sports prioritised, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene will be observed.</p> <p>This year's Relationships, Sex and Health Education will focus teaching on the immediate needs of our pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021.</p> <p>We will prioritise RSHE content based on the needs of our pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p>		
	<p>The gap between pupils grows unnecessarily because of unauthorised attendance</p> <p><i>School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:</i></p> <ul style="list-style-type: none"> <li><i>• parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)</i></li> <li><i>• the ability to issue</i></li> </ul>	YP	<p>Pupils are required to attend school in accordance with government guidelines. This will be communicated to parents.</p> <p>The additional catch-up funding school will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding will be used to put measures in place for those families who will need additional support to secure pupils' regular attendance and close any gaps which may have grown/developed during lockdown.</p>		<p><i>There's separate guidance on recording attendance at <a href="#">school attendance guidance</a></i></p>

	<i>sanctions, including fixed penalty notices in line with local authorities' codes of conduct (Government Guidance)</i>				
	<p>Pupils who are shielding or self-isolating fall behind their peers</p> <p><i>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. (Government Guidance)</i></p>		<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, they will immediately be offered access to remote education using Google Classroom which is already well established (and going to be used as a homework tool). Engagement with this activity will be monitored.</p>		
	Adequate provision is not in place to support SEND pupils	Pupils	All SEND children will be effectively catered for through reasonable adjustment and where necessary	Low	

			<p>Covid 19 modifications written into their pupil passport.</p> <p>The school will work with SEND department and families to identify what provision can be reasonably provided for, in line with education, health and care (EHC) plans.</p> <p>The review of Pupil passports/annual reviews etc will be considered.</p>		
	Pupils feel anxious, stressed or display signs of low mood when returning to school	Pupils	<p>Discussions with staff on how behaviours may be an indication of a pupil's anxiety will be shared.</p> <p>The Department for Education, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available <a href="#">here</a>.</p> <p>This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.</p> <p>Teachers can access the free <a href="#">MindEd</a> learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed <a href="#">a coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p>The training module on <a href="#">teaching about mental wellbeing</a> will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</p>	Low	

			<p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our <a href="#">'Every interaction matters'</a> webinar can help with offering pastoral support for wellbeing.</p> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of <a href="#">keeping children safe in education</a>. Consider any referral to statutory services (and the police) as appropriate.</p> <p><a href="#">The Wellbeing for Education Return programme</a>, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school. Laura Denham and Nicola Ivey both attended the training.</p>		
	<p>Pupils unclear of new rules and procedures</p> <p><i>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on <a href="#">behaviour and discipline</a> in schools is available. Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules. Lack of routine, and classroom</i></p>	Pupils	<p>Review Behaviour policy, making amendments to reflect the changes in working.</p> <p><b>Refer to Annex A Behaviour Principles</b></p> <p>Parents will be sent a document outlining the procedures that children need to follow prior to them returning to school. Parents will need to brief children on the rules so that they know expectations before they return.</p> <p>Staff will brief the children on procedures at the start of each day and remind them of expectations at regular intervals or when needed.</p> <p>Children-friendly signs will be put up around the school as reminders of procedures the pupils need to follow.</p>	Medium	<p><b>Reviewed Behaviour Policy and explanation of key points and New guidance. Pg.17</b> <b>Completed – 07/09/2020</b></p> <p><i>'Areas schools may wish to add to their behaviour policy are:</i></p> <ul style="list-style-type: none"> <li>✓ <i>following any altered routines for arrival or departure</i></li> <li>✓ <i>following school instructions on hygiene, such as handwashing and sanitising</i></li> <li>✓ <i>following instructions on who pupils can socialise with at school</i></li> <li>✓ <i>moving around the school as per specific instructions (for</i></li> </ul>

<p><i>discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:</i></p> <ul style="list-style-type: none"> <li><i>• may struggle to reengage in school</i></li> <li><i>• are at risk of being absent or persistently disruptive</i></li> </ul> <p><i>Some pupils may return to school having suffered from:</i></p> <ul style="list-style-type: none"> <li><i>• bereavement</i></li> <li><i>• anxiety</i></li> <li><i>• in some cases, increased welfare and safeguarding harms</i></li> </ul> <p><i>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</i></p> <ul style="list-style-type: none"> <li><i>• pupils with a social worker</i></li> <li><i>• previously looked-after children who left care through adoption or special guardianship</i></li> <li><i>• young carers</i></li> </ul> <p><i>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.</i></p> <p><i>Additionally, provision for pupils who have SEND may have been</i></p>		<p>Pupils and parents will be made aware of changes to the school day/timetables.</p> <p>Pupils will be made aware of changes to emergency procedures.</p> <p>All students will be instructed to bring a water bottle each day and informed of the fact that water fountains are not in use.</p> <p>Pupils will be informed of strict social distancing and cleaning arrangements.</p> <p>Pupils will be taught about safe and sensible ways of moving around the site, inside and out.</p> <p>The class code of conduct will be reviewed and displayed in rooms.</p> <p>The usual annual health and safety walkabout will be carried out individually by classes and overseen by the Head Teacher during the first two weeks of school. School boundaries will be established, new/appropriate rules discussed and shared plus time will be made for conversations regarding who pupils feel they might be able to talk to in times of crisis. Ideas from all classes will be gathered together and formed into the new school charter for the academic year.</p>		<p><i>example, one-way systems, out of bounds areas, queuing)</i></p> <ul style="list-style-type: none"> <li><i>✓ expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</i></li> <li><i>✓ tell an adult if you are experiencing symptoms of coronavirus</i></li> <li><i>✓ rules about sharing any equipment or other items including drinking bottles</i></li> <li><i>✓ amended expectations about breaks or play times, including where children may or may not play</i></li> <li><i>✓ use of toilets</i></li> <li><i>✓ clear rules about coughing or spitting at or towards any other person</i></li> <li><i>✓ clear rules for pupils at home about conduct in relation to remote education</i></li> <li><i>✓ rewards and sanction system where appropriate (Government Guidance)</i></li> </ul>
---	--	--	--	---

	<p><i>disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. 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. (Government Guidance)</i></p>				
--	---	--	--	--	--

**Wrap around care arrangements- The above Control measure will be followed with the additional procedures.**

Risk	Procedures and actions	Monitoring
<p><b>Entry:</b></p> <p>Lack of supervision</p> <p>Road incidents</p>	<p>Staff members posted on the pedestrian gate (By the drop off) one by the wash station and one in the hall. Children will be signed in at the Kiss and drop (Pedestrian gate) and asked to socially distance at the wash basins and entry.</p> <p>The children will only cross using the zebra crossing under supervision.</p> <p>The general one-way system will not be in use for breakfast club children.</p>	<p>Kay Redjeb</p>
<p>Cross contamination in the breakfast club</p>	<p>All children will wash hands on entry and before school starts.</p> <p>The club is run in the hall where bubbles are socially distanced where possibly. They will no longer need to stay in their year group bubbles according to the government but social distancing is encouraged.</p> <p>Children's bubbles will be supervised throughout including lining up at the start of the school day.</p>	<p>Kay Redjeb</p>
<p>Cross contamination at after school club</p>	<p>All children will wash hands with their class before being delivered by a TA to the playground where the after school club staff will collect them and take them into the hall via the reception entrance or outside on to the field.</p>	<p>ASC Manager</p>

	<p>The children will no longer need to stay in their year group bubbles according to the government but social distancing is encouraged.</p> <p>4L toilets will be cleaned as soon as the cleaners arrive in school and those will be the only toilets used by pupils attending the ASC. They will be cleaned again at the end of ASC ready for the following day.</p> <p>Hands will be washed before the club ends.</p>	
Cross contamination during exit	Parents will call from the pedestrian gate. A staff member will take them to wash their hands and then deliver them safely to their parents. The staff member will sign them out. (Not the parents)	ASC Manager

**Catch up and 1 to 1 Session arrangements- The above Control measure will be followed with the additional procedures.**

<b>Risk</b>	<b>Procedures and actions</b>	<b>Monitoring</b>
<p>Cross contamination during entry</p> <p>Lack of supervision</p> <p>Road incidents</p>	<p>Staff member posted on the playground gate to sign pre-registered children in.</p> <p>Children will line up on the playground under supervision until all children have arrived.</p> <p>The general one-way system will not be in use for booster or 1 to 1 sessions.</p>	Kay Redjeb
Cross contamination during the Booster and 1 to 1 sessions	<p>All children will wash hands in the outdoor area outside the office before sessions start.</p> <p>The sessions are run in the Year 5 classrooms with only one year group bubble attending.</p> <p>Children will be seated at desks in a socially distanced manner.</p>	Kay Redjeb/1 to 1 session leader
Cross contamination during exit	Booster session – children will wash their hands in the outdoor area outside the office and be taken to the playground where they will line up in their class lines ready for the school day.	<p>Kay Redjeb</p> <p>1 to 1 session leader</p>



	1 to 1 session - Parents will collect from the pedestrian gate at 4.00pm or will have given permission for their child to walk home. All children will wash their hands before leaving school.	
--	--	--

**Policies to refer to:**

- Behaviour Policy
- Exclusion Policy
- Health & Safety Policy
- Confidentiality Policy
- Data Protection Policy
- Child Protection & Safeguarding Policy & Procedures
- Home School Agreement
- Email, Internet & E-Safety Policy in conjunction with VL Protocol

REVIEWS AND REVISIONS				
Review date	Name of Assessor	Is assessment still valid?	If not, list adjustments with details of who will action and by when	Notes
03.09.2020	Dave Rooney	Yes		Amendments made to drop off and pick up arrangements
11.09.2020	Dave Rooney	Yes		1. Amendments made following update to guidance 28.8.20 2. Action List published by DfE included 3. Amendments to risk assessment following publication of PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings received 8.9.20 4. Inclusion of Annex F: flowchart
18.09.2020	Dave Rooney	Yes		1. Addition of reporting hotline telephone number 2. Addition of Wrap Around Care Procedures
30.09.2020	Dave Rooney	Yes		1. Updated TV Education Settings Flowchart Added V4.1

05.10.2020	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Updated handwashing hygiene routines</li> <li>2. Updated cross contamination of bubbles during the distribution of lunch</li> </ol>
06.10.2020	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Monitoring update</li> </ol>
08.10.2020	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Addition of arrangements for booster and 1 to 1 sessions.</li> </ol>
15.10.2020	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Addition of new ventilation guidance on the use of CO<sub>2</sub> monitors in classrooms</li> </ol>
04.01.2021	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Amendments to face covering expectations of staff</li> <li>2. Amendments made to congregations of staff and adequate spacing in corridors</li> <li>3. Updated information on clinically extremely vulnerable staff and pregnant women</li> <li>4. Amendments to marking expectations</li> <li>5. Updated information on physical activity in school when in tier 4</li> <li>6. Updated information for children who are clinically extremely vulnerable</li> </ol>
24.02.2021	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Amendments made following publication of new guidance prior to schools returning on 8<sup>th</sup> March 2021.</li> </ol>
12.5.21	Dave Rooney	Yes		<ol style="list-style-type: none"> <li>1. Amendments to face coverings</li> <li>2. Amendments to wraparound provision</li> <li>3. Amendments to staff wellbeing and support table</li> <li>4. Amendments to wraparound care arrangements table</li> <li>5. Amendments to 1 to 1 and booster arrangements table</li> </ol>

## **Annex A: Behaviour principles**

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.


## **Annex B: Principles for staff**

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


## Annex C: Posters

Horrid Hands - [https://e-bug.eu/junior\\_pack\\_ks1.asp?cc=eng&ss=2&t=Horrid%20Hands](https://e-bug.eu/junior_pack_ks1.asp?cc=eng&ss=2&t=Horrid%20Hands)


# Horrid Hands




**Microbes spread easily through coughs and sneezes.** Food and water, animals and much. Every day thousands of microbes get onto our hands from the things we touch and we transfer these microbes onto other places or people.




**Washing your hands is the best tactic to stop the spread of any harmful microbes and preventing people getting ill.** Although washing hands in water alone, or in cold water eliminates visible dirt, soap is required to break up the oil on the surface of the hand that can 'trap' microbes.




**Washing your hands is the best tactic to stop the spread of any harmful microbes and preventing people getting ill.** Although washing hands in water alone, or in cold water eliminates visible dirt, soap is required to break up the oil on the surface of the hand that can 'trap' microbes.



**Washing your hands is the best tactic to stop the spread of any harmful microbes and preventing people getting ill.** Although washing hands in water alone, or in cold water eliminates visible dirt, soap is required to break up the oil on the surface of the hand that can 'trap' microbes.



**Washing your hands is the best tactic to stop the spread of any harmful microbes and preventing people getting ill.** Although washing hands in water alone, or in cold water eliminates visible dirt, soap is required to break up the oil on the surface of the hand that can 'trap' microbes.



**Washing your hands is the best tactic to stop the spread of any harmful microbes and preventing people getting ill.** Although washing hands in water alone, or in cold water eliminates visible dirt, soap is required to break up the oil on the surface of the hand that can 'trap' microbes.

### What's in a hand shake?

Most microbes on our hands are harmless or even good for our skin. Sometimes however, we can pick up potentially harmful microbes from the things we touch every day (e.g. toilet handles, raw food, doorknobs) and **other people's hands** when we shake them! Look at the fingertips, knuckles and creases for the microbes on the first person that have spread.

### When should you wash your hands?


- Before eating and after preparing food especially raw meat
- After using the toilet
- After exposure to animals or animal waste
- After coughing, sneezing or blowing your nose
- If you're ill or have been around ill people

### Why wash your hands?

- To remove germs from your hands and environment
- To reduce the occurrence of infections for yourself and others
- To help prevent the spread of infection




### How should you wash your hands?

How we wash our hands is just as important as whether we wash them, especially when it comes to eliminating harmful microbes. We don't need any special cleaners or fancy equipment – just soap and water.



### Facts on hand hygiene

- In 1847, Dr Ignaz Semmelweis demonstrated that hand washing could prevent infection.
- According to CDC, the single most important thing we can do to keep from getting sick and spreading illness to others is to clean our hands.
- Nearly 22 million school days are lost due to the common cold alone.
- Some viruses and bacteria can live from 28 minutes up to 7 hours or more on surfaces like cafeteria tables, doorknobs, and desks.
- Proper hand hygiene demonstrated by people in charge has been shown to positively influence others' compliance by up to 10%.

Contact Primary Care Unit  
 elinda.mccully@phe.gov.uk / ricki.penny@phe.gov.uk  
 0300 422 5862 www.e-bug.eu

# Giant Sneezes

## What's in a Sneeze?

**What is a Sneeze?**  
Sneezing is a way in which our body tries to get rid of all the bad bugs and dirt. The bugs and dirt get caught on the nose hair and tickle our nose. The nose sends a message to the brain which then sends a message back to your nose, mouth, lungs and chest telling them to blow the irritants away.

**To Sneeze or not to Sneeze**  
A sneeze can spread germs 3.3 metres or more 16 in a speed of 100 miles per hour! The sneeze contains a lot of harmful stuff, like water vapour, water droplets, and mucus from your nose. This mixture and mucus may be full of microorganisms, and some of these may be unhealthy ones. These bad microbes can be passed on to someone else through sneezing so it's very important to cover your coughs and sneezes. Remember that if you cover your mouth and wipe your hand you can still spread the flu germs to someone when you touch them! It's best to use a tissue or to sneeze on your sleeve.

**How can our nose stop us getting ill?**  
We breathe in more than 20,000 litres of air a day mostly through our nose. This air contains oxygen, nitrogen, dust and pollutants as well as lots of microbes. Some of these microbes may be harmful if they come from a cough or sneeze from someone around us. Coughs, colds and the flu are caused by bad virus microbes. As we breathe in through our nose, many of these microbes and other irritants get trapped in our snot and nose hair but some can make it into our throats and multiply making us ill.

**Sneezing FACTS!**

- The world record for sneezing was held by Donna Griffiths of Worcesterhire who sneezed for 93 days in a row.
- Some cultures think that sneezing is a sign of good luck – others think it's a sign of death.
- You cannot sneeze without closing your eyes.
- It's illegal to bury or sneeze in a church in Nebraska, USA.
- You produce 2 pints of snot every day and most of this you swallow without thinking.
- Some doctors can tell the colour of your snot to tell if you are ill.
- There are more than 200 cold viruses but only a few types of flu.
- Antibiotics will NOT cure the flu.

**Sneezing FICTION!**

In the old days, people were very worried about sneezing - here are some of the things they believed:

- Their eyes will pop out if you keep them open when you sneeze.
- Their heart stopped when you sneezed.
- You can catch a cold by going out with wet hair.
- Your soul leaves your body when you sneeze.



**e-Bug**   

Contact Primary Care Unit  
clinda.mccully@pbe.gov.uk / ricki.young@pbe.gov.uk  
0300 422 5062 www.e-bug.eu



# The 6 Steps of Hand Washing



Palm to palm



The back of the hands



In between the fingers



The back of the fingers





The thumbs



The tips of the fingers





Influenza

## 2.2 Spread of Infection Respiratory Hygiene

The Spread of infection section aims to teach students how poor hand hygiene, respiratory hygiene and improper care with food can lead to the spread of microbes and disease.

In 2.2 Respiratory Hygiene, students get to observe on a large and fun scale how far germs are carried when they sneeze. Through a set of trial experiments, students learn that covering their mouths with a tissue when they cough and sneeze helps prevent the spread of infection.

### National Curriculum Links

**Key Stage 2**  
**Science**  
Working Scientifically  
Animals including Humans (Upper KS2 only)  
**PSHE**  
Core Theme 1: Health and Wellbeing  
**English**  
Reading and Comprehension  
**Estimated Teaching Time**  
50 minutes


### Learning Outcomes

**All students:**

- Will learn that infection can spread through sneezing and coughing
- Will understand that covering the mouth when sneezing or coughing can prevent the spread of infection

**More able students:**

- Will know that coughing or sneezing in your hand can still spread infection



# Microbe Mania!

## Microbes!

- Microbes appeared on earth about 1.5 billion years ago.
- There are more microbes than all other animals and plants in the world.
- Some microbes live in places where nothing else can live.
- If there were no microbes, there would be no people!
- Microbes come in all shapes and sizes.

## Microbe Types

### 1: Fungi

- The giants of all microbes!
- Fungi can be good and bad – good fungi can be used to make bread (yeast) or antibiotics, but fungi can cause mould on bread or diseases such as athlete's foot.

### 2: Virus

- Viruses are parasites - they need to live inside the cells of animals, plants and even other microbes to live!
- There are very few good viruses and most viruses make us ill!

### 3: Bacteria

- Bacteria are found EVERYWHERE including all over our bodies.
- There are three different shapes of bacteria and scientists use these shapes to help identify them: *Bacillus*, *Spirillum*, *Coccus*.

## Good Microbes

- Most microbes are good for us and do **NOT** cause disease.
- Microbes generate at least half the oxygen we breathe.
- Microbes live on the roots of plants and help them absorb food and water.
- Microbes are responsible for creating foods such as wine, cheese, yogurt, paper, and chocolate!

## Bad Microbes

- Some microbes can be harmful to humans and cause disease or illness.
- The bad microbes are known as **pathogens** but are sometimes called bugs or germs.
- Pathogens spread by close contact, coughs, sneezes, food water and animals.
- Disease causing microbes that spread from person to person are known as infections.
- Bad microbes live in where you, your home, school, environment, in mosquitoes or dirt.
- Remember, microbes multiply very fast so if you allow one bad microbe to get inside your body and make you sick!
- Many of our everyday illnesses are caused by viruses e.g. ear ache, cold, flu, most coughs and sore throats!

**Contact Primary Care Unit**  
 clinda.mccully@pbe.gor.nhs.uk / ricki.gunn@pbe.gor.nhs.uk  
 0300 422 5962 www.e-bug.eu

## Annex D: List of things to consider acquiring

This might include:

- posters (for example, to encourage consistency on hygiene and keeping to own group)
- soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments
- disposable paper towels
- cleaning products (fairy liquid)
- lidded bins
- tape for cordoning off areas and marking floors
- PPE equipment (visors, masks, gloves (for delivering first aid))
- buckets to be able to wash resources used by the younger children
- outdoor sink units
- appropriate signage

Annex E: Cleaning Rota

Classroom Sanitising Rota

Please sanitise: **Door handles, light switches, taps, desks, keyboards, iPads**



10.00



11.30



1.00



2.30





Public Health  
England

Protecting and improving the nation's health

# Appendices for COVID-19 Resource Pack for Educational Settings

Version 09.00

March 2021

## Appendices Table of Contents

Appendix A. Checklist of information to gather before calling the DfE Helpline about a case/cases .....	79
Appendix B. Social distancing reminder letter .....	80
Appendix C. Template letters for parents following confirmed case/s .....	81
Appendix D: Template letter for parents/guardian of close contacts of covid-19 .....	83
Appendix E. Email template for contacting your local HPT for advice/support with COVID-19.....	85
Appendix F. Early years and Primary School Guideline Flowcharts .....	89

Appendix A. Checklist of information to gather before calling the DfE Helpline about a case/cases

**Information required when phoning DfE Helpline about a case/s**

Your name, position and contact details (phone and email)	
Name of education setting, address and postcode	
Details of which year groups attend the setting	
Local Authority	
Local Health Protection Team	
Date of onset of symptoms (or test date if asymptomatic)	
Dates in educational setting while infectious	
Year group/course of pupil who has tested positive OR role of staff member who has tested positive	
List of potential contacts in the setting (please see section 5 for contact definitions and description of who is likely to meet these in an educational setting). Please be aware that the entire pupil 'journey' or school day during the infectious period (2 days before date of symptom onset to 10 days after) should be considered – including school transport, breakfast or afterschool clubs, classes attended, break and lunchtime arrangements, etc.	

## Appendix B. Social distancing reminder letter

The following is a template/example letter that can be used or adapted by settings to remind parents/carers of social distancing rules. This should come from the setting, and not from PHE or the local authority.

Date:

Dear Parent/Guardian,

Firstly, I want to thank you for adhering to the government stay at home guidance, which remains a key factor in allowing **schools/colleges/nurseries** to remain open.

I am writing to remind you of the important role **you** play in helping schools to remain open. It is vitally important that you and your family continue to follow [Guidance on social distancing for everyone in the UK](#) as this enables the measures that the school have put in place to be as effective as possible in addressing the challenges presented by coronavirus.

We can all help to control coronavirus if we all stay alert, this means:

- stay at home as much as possible
- limit contact with other people
- keep your distance if you go out (2 metres apart where possible)
- wash your hands regularly

Unfortunately, despite recent relaxation of social distancing measures, this still means that some traditional child activities, such as sleepovers should be avoided. I acknowledge that this is really hard for children but is an important part of your role in reducing transmission.

It is also important that people should avoid sharing a private vehicle with members of another household as you will not be able to keep strict social distancing guidelines. Please consider walking, cycling or using your own vehicle if you can and follow [Coronavirus \(COVID-19\): safer travel guidance for passengers](#) if using public transport or a private vehicle.

You should try not to share a vehicle with those outside your household or support bubble. If you need to do this, try to:

- share the transport with the same people each time
- keep to small groups of people at any one time
- open windows for ventilation
- travel side by side or behind other people, rather than facing them, where seating arrangements allow
- face away from each other
- consider seating arrangements to maximise distance between people in the vehicle
- clean your car between journeys using standard cleaning products - make sure you clean door handles and other areas that people may touch
- ask the driver and passengers to [wear a face covering](#)

Yours sincerely,

**Head teacher/ Manager**



## Appendix C. Template letters for parents following confirmed case/s

Dear Parents/guardians,

We have been advised by Public Health England that there **has been a confirmed case/ have been confirmed cases** of COVID-19 within the **nursery/school/college**.

We know that you may find this concerning, but we are continuing to monitor the situation and are working closely with Public Health England. This letter is to inform you of the current situation and provide advice on how to support your child. Please be reassured that for most people, coronavirus (COVID-19) will be a mild illness.

The small number of children who have been in close contact with the individual who has tested positive for coronavirus (COVID-19) have received a letter informing them that their child must stay at home for 10 days.

The school remains open and your child should continue to attend as normal if they remain well.

### **What to do if your child develops symptoms of COVID 19**

If your child develops symptoms of COVID-19, they must not come to school and should remain at home for at least **10 days** from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/askfor-a-coronavirus-test> or by calling 119.

All other household members who remain well, must stay at home and not leave the house for 10 days. This includes anyone in your 'Support Bubble'. The 10-day period starts from the day when the first person in the house became ill. The isolation period includes the day their symptoms started and the next 10 full days. This means that if, for example, their symptoms started at any time on the 15th of the month, the isolation period ends at 23:59 hrs on the 25th. In the absence of symptoms, the isolation would start from the date of the test was taken and continue for ten days after this.

Household members should not go to work, school or public areas and exercise should be taken within the home.

Further information is available at: <https://www.gov.uk/government/publications/covid-19stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid19-infection>

If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 10 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period.

## Symptoms

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

### **For most people, coronavirus (COVID-19) will be a mild illness.**

If your child does develop symptoms, you can seek advice from the nhs.uk website at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirussymptoms/>. If you are concerned about your child's symptoms, or they are worsening you can seek advice from NHS 111 at <https://111.nhs.uk/> or by phoning 111.

### **How to stop COVID-19 spreading**

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19.

#### *Do*

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

### **Further Information**

Further information is available at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

Yours sincerely

**Headteacher/Manager**

## Appendix D: Template letter for parents/guardian of close contacts of covid-19

### Advice for **Child/student** to Self-Isolate for 10 Days

Date: **DD/MM/YYYY**

Dear Parent/Guardian,

We have been advised by Public Health England that there **has been a confirmed case/ have been confirmed cases** of COVID-19 within the **nursery/school/college**.

We have followed the national guidance and have identified that your child (name) has been in close contact with the affected child. In line with the national guidance we recommend that your child now stay at home and self-isolate until **ADD DATE (10 days after contact)**.

We are asking you to do this to reduce the further spread of COVID 19 to others in the community.

If your child is well at the end of the 10 days period of self-isolation, then they can return to usual activities.

Other members of your household can continue normal activities provided your child does not develop symptoms within the 10 day self-isolation period.

Please see the link to: Guidance for contacts of people with confirmed coronavirus (COVID-19) infection who do not live with the person

<https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person>

### **What to do if your child develops symptoms of COVID 19**

If your child develops symptoms of COVID-19, they should remain at home for at least 10 days from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/ask-for-a-coronavirus-test> or by calling 119 .

All other household members who remain well must stay at home and not leave the house for 10 days. This includes anyone in your 'Support Bubble'.

The 10-day period starts from the day when the first person in the house became ill. The isolation period includes the day their symptoms started and the next 10 full days. This means that if, for example, their symptoms started at any time on the 15th of the month, the isolation period ends at 23:59 hrs on the 25th. In the absence of symptoms, the isolation would start from the date of the test was taken and continue for ten days after this.

Household members should not go to work, school or public areas and exercise should be taken within the home. If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 10 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able can, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period

Please see the link to the PHE 'Stay at Home' Guidance:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

## **Symptoms of COVID 19**

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature and/or
- a loss of, or change in, normal sense of taste or smell (anosmia)

**For most people, coronavirus (COVID-19) will be a mild illness.**

If your child does develop symptoms, you can seek advice from NHS 111 at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/> or by phoning 111.

## **How to stop COVID-19 spreading**

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19

*Do*

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards

## **Further Information**

Further information is available at

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

Yours sincerely

The Headteacher / The Manager

### Appendix E. Email template for contacting your local HPT for advice/support with COVID-19

You can often receive a quicker response from your local HPT by emailing them, with the completed form in this Appendix, to the following addresses:

Thames Valley HPT	<a href="mailto:ICC.TVPHEC@phe.gov.uk">ICC.TVPHEC@phe.gov.uk</a>
Hampshire & Isle of Wight HPT	<a href="mailto:ICC.HIOW@phe.gov.uk">ICC.HIOW@phe.gov.uk</a>
Surrey & Sussex HPT	<a href="mailto:ICC.SurreySussex@phe.gov.uk">ICC.SurreySussex@phe.gov.uk</a>
Kent HPT	<a href="mailto:ICC.Kent@phe.gov.uk">ICC.Kent@phe.gov.uk</a>

Please include as much of this information as possible to inform our risk assessment and advice to you.

You are welcome to add any further details but **please do not include any information that could potentially be used to identify individuals**, including name, date of birth, or address. Any such information must be sent securely or provided over the phone. **Fields marked with a star\* are always required**

Basic Information	
<b>Date</b>	
<b>Name of educational setting*</b>	
<b>Your main reason for contacting the local HPT</b>	For information <input type="checkbox"/>
	SEND school <input type="checkbox"/>
	Large number of cases in setting reaching threshold <input type="checkbox"/>
	Specific query- please specify  <input type="checkbox"/>
<b>What question/s would you like us to answer?*</b>	
<b>Have you contacted the local HPT before? If so, please give your reference number (HPZone reference)*</b>	
<b>Type of educational setting</b> (please mark all that apply)	Early years / nursery
	Primary school
	Secondary school
	SEND school
	Further education college
	Boarding school

<b>Address</b>	
----------------	--

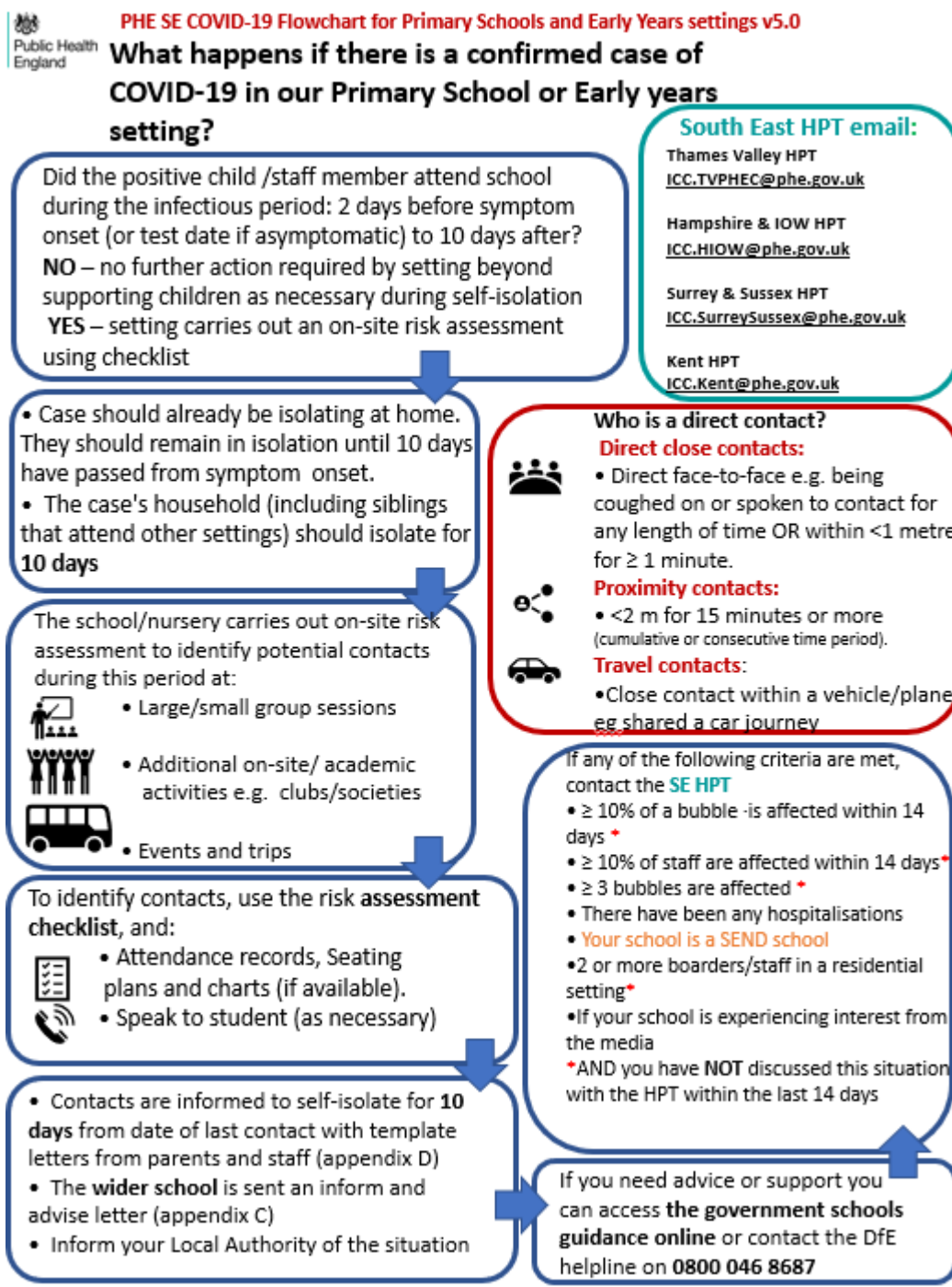
<b>Post code*</b>	
<b>Total number of staff in school</b>	
<b>Total number of students in School</b>	
<b>Contact details</b>	

<b>Main contact person* - name</b>		
<b>Main contact person – role</b>		
<b>Contact telephone number*</b> (if including a mobile number please let us know what times are ok to call, as we work past the end of the school day)		
<b>Email address</b> for our reply*		
<b>Other point of contact</b> and contact details		
<b>Situation information</b>		
<b>Total number of students with a positive test result in the previous 14 days</b>		
<b><u>For boarding schools only:</u></b> Please specify case numbers for boarding and/or day pupils	<b>No. of cases in boarding pupils</b>	<b>No. of cases in in day pupils</b>
<b>Which years/classes are these students in?</b> Please let us know how many confirmed Cases in each.		
<b>How many households are affected?</b> (Are there any Siblings amongst the confirmed cases)		
<b>Total number of staff with a positive test result in the previous 14 days</b>		
<b>Staff and children identified as close contacts and advised to self-isolate</b>		

<p><b>Early years settings- How many individual children or bubbles have been excluded?</b> For each bubble, please give the approx. number of students and staff excluded</p>	
<p><b>Primary schools – how many bubbles have been excluded?</b> For each bubble, please give the number of students with a Positive test</p>	
<p><b>Secondary schools – how many students have been excluded as contacts?</b> Please give this by year if several years are affected</p>	
<b>Hospital admissions</b>	
<p><b>Have any students or staff been admitted to hospital?</b></p>	
<p><b>Have there been any admissions to intensive care or deaths?</b></p>	
<b>Actions taken</b>	
<p><b>Have you had any support already from DfE helpline/local public health- please specify</b></p>	
<p><b>Please tell us what actions you have already taken</b></p>	



## Appendix F. Early years and Primary School Guideline Flowchart



For full guidance please refer to PHE SE educational settings pack, [Schools coronavirus operational guidance](#) and [Early Years guidance](#).

For full guidance please refer to PHE SE educational settings pack and [Schools coronavirus operational guidance](#)

