

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 1st opening

Plan compiled based on Government Guidelines, RBWM Template Risk Assessment and Scientific Evidence provided by Consultant Physician and Geriatrician Matthew Butler at Addensbrooke 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://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>

Additionally, leaders may find the following guidance particularly useful:

- Preparing for the wider opening of schools from 1 June: A planning guide for primary school leaders to help them open their schools to more pupils - <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- 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): guidance for schools and other educational settings - <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-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:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

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 www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools?fbclid=IwAR1Z4TxlrR6teq4dqTu9QA0B5oCevz14ombq2DNTEb9J5O9O_pVgmoqLQSI)	Risk	Comments - Actions
Prevention 1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school					
Stay at home	<p>Ensure that pupils, staff and other adults do not come in to school if they have Coronavirus symptoms (https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus)</p> <p>Or, have tested positive in the last 10 days. Anyone who develops symptoms during the day is sent home.</p>	Pupils, staff and other adults entering the school	<p>(https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus)</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>(https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)</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>Staff training and curriculum content for pupils.</p> <p>Add posters from DfE support pack around school.</p>
Signs of Illness	<p>Anyone displaying signs of illness, may pass the disease on</p> <p><i>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</i></p> <p>All schools must follow this process and ensure all staff are aware of it. 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <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</i></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.</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 14 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.</p>	High	<p>Inform parents of this and display this Risk Assessment on the school website.</p> <p><i>Engage with the NHS Test and Trace process</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:</p> <ul style="list-style-type: none"> • 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 • 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 • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) (Government Guidance)

	<p>from the day they develop symptoms.</p> <p><i>This only applies to those who begin their isolation on or after 30 July.</i></p> <p><i>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. (Government Guidance)</i></p>	<p><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 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>If a positive result, the school will contact Health Protection Team (HPT).</p> <p>The school will issue advice from HPT on steps to be taken.</p> <p>In such circumstances, households are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance</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>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 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</p>	<p>At the time of writing, the school's Coronavirus test kits have not been delivered.</p> <p><u>Key local contacts</u></p> <p>Thames Valley Health Protection Team During working hours (9am-5pm Monday to Friday): 03442253861 Out of hours advice: 0844 967 0083 Email: TVPHE@phe.gov.uk</p> <p>Local Authority Public Health Department Phone: 07792 318263 (Anna Richards) Email: Anna.Richards@RBWM.gov.uk</p> <p>Local Authority Education Department Phone: 07825 862200 Email: Clive.Haines@achievingforchildren.org.uk</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: dfecoronavirushelpline@education.gov.uk Telephone: 0800 046 8687 Helpline opening hours: Monday to Friday from 8am to 6pm</p>
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			<p>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: <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"> • self-isolate for at least 10 days • arrange to have a test to see if they have coronavirus (COVID-19) <p>Action list</p> <ol style="list-style-type: none"> 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. 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. 3. While the pupil is awaiting collection, move them to the designated pick up point by Kiss and Drop. 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: 		
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		<table border="1"><tr><th>Situation</th><th>PPE</th></tr><tr><td>2m distance cannot be maintained</td><td>A face mask should be worn</td></tr><tr><td>Contact is necessary</td><td>Gloves, an apron and a face mask should be worn</td></tr><tr><td>Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)</td><td>Eye protection should also be worn</td></tr></table> <p>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.</p> <p>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.</p> <p>7. Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds.</p> <p>8. When parents/legal guardian pick up the pupil, advise them to get the pupil tested and notify you of the results.</p> <p>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).</p> <p><u>What to do if a pupil tests positive for coronavirus (COVID-19)</u></p> <p>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 14 days. 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.</p> <p>4. With HPT advice, identify close contacts of the symptomatic individual. Contact tracers will inform</p>	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		
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			<p>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>		
2. Clean hands thoroughly more often than usual					
Hand Washing Hygiene Routines	<p>Spread of infection through poor personal hygiene</p> <p><i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</i></p> <ul style="list-style-type: none"> <i>whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</i> <i>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</i> <i>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand</i> <p><i>(Government Guidance)</i></p>	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 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).</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> <p>Posters on hand washing etc. will be displayed in classroom, at the main entrance, places visible to</p>	High	<p>Inform parents of the need for their child to wash their hands before arriving in the morning.</p> <p>Ensure plentiful supply of soap in toilets and classrooms plus water and disposable paper towels. Morning and lunch checks - Sharon.</p> <p>Ensure each classroom has a sanitiser unit for use after "Catch it bin it kill" it has occurred.</p> <p>Classrooms sharing hand washing facilities must coordinate hand washing times to avoid congestion - timetables to be agreed with SLT.</p> <p>Ensure posters are very visible and posted in key areas. Ensure wording is child friendly.</p> <p>Continually revisit rules with pupils for proper washing of hands and wrists.</p> <p>Inform parents of the need for their child to wear comfortable and clean clothes each day to avoid barriers to personal hygiene.</p>

			<p>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 - https://www.youtube.com/watch?v=bQCP7waTRWU&feature=youtu.be</p> <p><i>'Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.'</i> (Government Guidance)</p> <p>Refer to Annex C – Posters for Coronavirus lessons & child friendly posters on:</p> <ul style="list-style-type: none"> • <i>Horrid hands</i> • <i>Super sneezes</i> • <i>Hand hygiene</i> • <i>Respiratory hygiene</i> • <i>Microbe mania</i> 		
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	<p>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. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided. (Government Guidance)</p>		<p>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 don't 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>		
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach					
Cleaning prior to school opening	<p>The site does not reach the appropriate level of cleanliness prior to opening</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare</p>	All	<p>It will be ensured that the school is clean and that cleaning products are available before opening.</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 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"> • Following the Government's COVID-19 cleaning of non-healthcare settings guidance • Putting in place a rota for what is cleaned, when and by whom? • Deliver any instruction/training for staff required to clean e.g. door handles, 	Medium	<p>PR to liaise with Cleaning Contractors on:</p> <ul style="list-style-type: none"> • how to dispose of cleaning products and materials after use. • the need, where possible, for disposable products to be used. i.e. Mop heads, cloths etc. <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.</p> <p>Daily inspection of the site will be undertaken by a member of the SLT.</p>

	<i>settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance. (Government Guidance)</i>		<p>surfaces, equipment, toilets, front entrance buzzer</p> <p>Ensuring cleaning tools are available in each teaching area e.g. paper towels, gloves, detergent, tissues.</p>		<p>All staff to be trained in the safe use of chemicals and COSHH Registers.</p> <p>Additional cleaning hours have been purchased by the school to ensure cleaning of toilets at lunchtimes.</p> <p>Teaching Assistants to sanitise frequently touched surfaces more often than normal.</p>
<p>Cleaning Routines</p> <p>Break times and Lunch times including outdoor lessons</p>	The virus remaining on surfaces and being passed from surface to person	All	<p>Surfaces, especially contact points (light switches, door handles, taps, iPads) must be wiped at regular and frequent 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>Refer to Annex E – Cleaning Rotas</p> <p><i>‘Once children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day. Talk to your cleaning provider about what will be needed.’ (Government Guidance)</i></p>	High	<p>Dry cloths must never be used to wipe surfaces as this simply disperses the virus over a larger area. Liquid needs to 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>Refer to Annex D – List of things to consider acquiring.</p>
	Insufficient cleaning happening from one day to the next	All	<p>Cleaning staff to be contacted via Cleantech 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.</p>	Medium	<p>PR to liaise with cleaning contractors</p>

			<p>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 as outlined in the cleaning risk assessment and method statements.</p> <p>Red is to be used for toilets Blue is for all other surfaces</p>		
5. Minimise contact between individuals and maintain social distancing wherever possible					
Classroom Arrangements	Too many pupils within a confined space to be able to safely socially distance in accordance with suggested official guidelines	Pupils, staff and other adults entering the school	<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><i>'Schools can continue to engage supply teachers and other supply staff during this period.'</i></p> <p><i>'It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups.'</i> (Government Guidance)</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. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 meters from pupils and staff where possible.</p> <p>All staff should avoid close face to face contact and minimise time spent within 1m of anyone. (Government guidance)</p>	High	
Managing safe numbers	Too many pupils on site to be able to safely socially distance in accordance with suggested official guidelines	Pupils, staff and other adults entering	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	High	

	<p><i>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</i></p> <p><i>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</i></p> <ul style="list-style-type: none"> <i>• children's ability to distance</i> <i>• the lay out of the school</i> <i>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</i> <p><i>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. (Government Guidance)</i></p> 	the school	<p>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><i>“Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other only to those within the group.” (Government Guidance)</i></p> <p>There will be no school visits to and from the school from other schools during term 1.</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>		
	Pupils within a confined space will not socially distance effectively	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.</p> <p>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> <p>Doors and windows will be open to allow for as much ventilation as possible.</p> <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</p>	High	<p><i>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. (Government Guidance)</i></p>

			<p>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. At Lowbrook Academy, teachers may wear face coverings, visors, gloves and aprons if they so wish, outside of the official guidance situations where it is mandated.</p> <p>Pupils will not be permitted to move out of their working space unless instructed to do so by an adult.</p> <p>In the case of the hall being repurposed as a classroom, outside lettings will not be permitted.</p>		
	<p>Cross contamination of bubbles</p> <p><i>'All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.'</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> <p><i>'Remember staff may need to work with different groups of children than usual.'</i></p> <p><i>'Keep your staffing arrangements as consistent as possible.'</i></p> <p><i>'...if there are any shortages of teachers then teaching assistants can be allocated to lead a group, working under the direction of a teacher.'</i> (Government Guidance)</p>	High	
	<p>Pupils congregating in a classroom space</p> <p>Measures within the classroom <i>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to 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 younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils'</i></p>	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. 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> <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</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 1st 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><i>educational and care support should be provided as normal.</i></p> <p><i>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. (Government Guidance)</i></p>		<p>under their desks.</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>		
	<p>Too many pupils within a confined space to be able to safely socially distance in accordance with suggested official guidelines</p> <p><i>'We recommend schools keep a record of pupils and staff in each group and any close contact that takes place between children and staff in different groups' (Government Guidance)</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.</p> <p>This bubble will be allocated a learning space 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. In this instance, this will be recorded in case of an outbreak.</p> <p>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><i>'Schools can continue to engage supply teachers and other supply staff during this period,'</i></p> <p><i>'It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups.' (Government Guidance)</i></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. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 meters from pupils and staff where possible.</p> <p>Whole school assemblies are not permitted. Instead Collective Worship should take place within each bubble, led by the allocated member of staff with pupils staying at their learning space. Singing, chanting and shouting may be an</p>	High	

			<p>additional risk. These activities are to be done by physically distancing (2 meters or more), in groups of 15 and outside.</p> <p>PE is to be prioritised but will be taught outside where scrupulous attention will be given to the cleaning of sports equipment. Staff will complete risk assessments on PE planning. Pg. 16 of the return to school guidance provides links that give detailed advice on how Physical activity can operate within the schools wider protective measures. (See section below on specific PE teaching)</p> <p>The outdoor space will be used where possible and weather permitting. Outdoor zones will be created and allocated to each bubble. As addressed later in this risk assessment, bubbles will not be allowed to play with each other whilst outdoors and social distancing will be encouraged but cannot be guaranteed.</p> <p>A break time timetable has been created to ensure minimal congestion on the playground and field with a maximum of 2 bubbles out at any one time.</p>		
	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> <p>https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing</p>	High	
Timings of the school day	<p>Too many people congregating at drop off times</p> <p>FAQ: What if parents do not observe social distancing at the school gate? Is it my job to</p>	Pupils, staff and other adults entering the school	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.	High	<p>Information regarding drop off and staggered entry times will be relayed to parents via letter.</p> <p>In the case of those cycling to school, children only will be allowed to take</p>

	<p>enforce social distancing outside the school gates?</p> <p><i>It is likely to be helpful to parents for you to explain clearly what the arrangements are for the start and end of the school day, and decisions you make about this should allow for the need for social distancing outside the school' (Government Guidance)</i></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). 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 handwashing basin their class has been allocated at 9 a.m. or when the basin is free.</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 and Key stage 1 8.45 am Key stage 2 9.00 am</p> <p><i>'You should plan for putting in place protective measures to reduce risks, for example by adjusting timings of the school day and agreeing this with the relevant body (such as your governing board). The overriding aim here is to reduce contact between different groups.' (Government Guidance)</i></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>	<p>their bicycle onto the site to place in the bicycle rack.</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><i>You should determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom.</i></p> <p><i>Schools should inform parents that this is to reduce the number of people on the school site in the interest of infection control. If it is customary for parents to gather in the playground or to enter the buildings to drop off or collect children this should no longer be allowed, and neither should any gathering at the school gates to talk to other parents.' (Government Guidance)</i></p>
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	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 quadrangle play area 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 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 quadrangle playground area in marked bubble zones. Year 6 will be led out to the amphitheatre where they will be dismissed if walking/cycling alone or handed over to their parents.</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.</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.
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	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</p>		<p>Field to be marked by Wendy to demarcate section 1 and section2. Cones to be placed on playground by LDLB.</p> <p>Teachers to accompany children to their allocated playtime sections on first day back.</p> <p>Teachers to brief children on acceptable non-contact games that</p>

			<p>KS2 Lunchtime 25 minutes in class and 20 minutes outdoors (see timetable above)</p> <table><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><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></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> <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.</p> <p>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.</p> <p>The Hall will not be used at Lunchtime.</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>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.</p>
Lunch Timetable																																																		
	Start of eating	Outside	End of lunch	Section																																														
EYFS	11:45	12:15	12:35	n/a																																														
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Y5	12:30	12:55	13:15	1																																														
Y6	12:30	12:55	13:15	2																																														
	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 grab bags have been ordered from the</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</p>																																													

			<p>kitchen, these will be brought to classes by lunchtime staff for distribution.</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> <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>		<p>should only be conducted outside. The hall should not be used for this purpose.</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.</p> <p>Remove/cordon off seating areas.</p> <p>Climbing frame to be wiped down at the end of the day by EYFS staff.</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>(see specific risk assessment section below on curriculum P.E.)</p> <p>When planning PE and sport the following advice will be adhered to:</p> <p>https://www.gov.uk/government/publications/corona-virus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>Lessons can take place in the pond/wildlife area as long as social distancing can be suitably implemented.</p>	Medium	

			<p>Padlocks must be wiped after being handled. Only one bubble is permitted in the pond/wildlife area at any one time.</p>		
	Cross contamination through sharing of equipment	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><i>'For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.'</i> (Government Guidance)</p> <p><i>'Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these.'</i> (Government Guidance)</p> <p><i>'Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths.'</i> (Government Guidance)</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.</p> <p>Pupils will require P.E. kit for PE activities.</p> <p>Inform parents that school uniform is encouraged but not compulsory during September. Instead, pupils will have the option to come to school in ordinary, comfortable clothes plus appropriate footwear, suitable for all lessons.</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.</p> <p>During INSET days, re-allocate exercise books to the appropriate classrooms and position trays.</p> <p>Get iPads ready for use – able to display Google Classroom and named/numbered. 1 per two children and cleaning between use.</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).</p> <p>Consider how charging units will be distributed around classrooms.</p> <p>Consider how they will be decontaminated particularly in EYFS and KS1. Wiping with detergent spray</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.</p> <p>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><i>'You should be mindful to minimise the number of resources in order to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed' (Government Guidance)</i></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>provided is acceptable. Water is not.</p> <p>Communicate to parents that all personal items must be named.</p>
	Too many people congregating in the staff room, office and staff toilet	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, 4L, Year 3, Year 2 and office staff to use</p>	Medium	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.

			<p>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>Some furniture has been removed from the ILE to encourage social distancing between staff members. Staff members are to socially distance when using the ILE. (If someone feels uncomfortable they will use the phrase "Let us remember social distance").</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 room.</p> <p>The office door will remain open but access is not permitted by teaching staff. No more than 2 people are permitted in the office at any one time in order to allow for adequate social distancing.</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>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.</p>		In use signs will need to be added to the toilet blocks.
	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.</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</p>	Medium	1 member of the catering team will circulate to distribute grab bags.

			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.		
	Overcrowding of the school reception and office area	All	<p>No one, especially parents, is permitted to enter Reception/School Office area unless for an urgent matter as determined by the office staff.</p> <p>On no account must pupils, parents/carers and any visitors, such as suppliers, enter the school if they are displaying any symptoms of coronavirus.</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.</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>	Low	<p>This needs to be communicated to parents.</p> <p><i>'Limit the external visitors to the school during school hours.</i></p> <p><i>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). ' (Government Guidance)</i></p>
	Unnecessary exposure to illness by being in contact with parents	All	At pick up and drop off times, staff should maintain social distancing.	Medium	Parents must be informed that messages should be relayed to staff by emailing the office.
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><i>This applies to deliveries of fruit also</i></p>

6. Where necessary, wear appropriate personal protective equipment (PPE)					
First Aid	General first aid equipment not readily available	Pupils & Staff	<p>Each classroom will be allocated a basic first aid kit.</p> <p>PPE will be supplied and can be worn by staff administering first aid if they so wish.</p>	Low	<p>Check</p> <p><i>The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands. (Government Guidance)</i></p>
	<p>The picking up of infection through the inadequate use of PPE</p> <p><i>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</i></p> <ul style="list-style-type: none"> <i>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</i> <i>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used (Government Guidance)</i> 	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>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>Guidance below provides more advice: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>	Medium	<p>Distribute PPE equipment (head visors, goggles, face masks and aprons) to staff.</p> <p>Have PPE readily available in classrooms should first aid need to be delivered.</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> <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>		
Response to any infection 7. Engage with the NHS Test and Trace process					
Signs of Illness	Anyone displaying signs of illness, may pass the disease on	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.</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>In such a case, they will need to self-isolate for 10 days, with other members of the family (including siblings) self-isolating for 14 days.</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.</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.</i></p> <p><i>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"> • <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> • <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> • <i>self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</i> <p><i>(Government Guidance)</i></p>

			<p>In such circumstances, households are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance</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 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>		
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community					
Managing confirmed	<i>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus</i>	All	If a member of the school community's test result is positive, they must inform the school immediately	Medium	

cases	<i>(COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. (Government Guidance)</i>		<p>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"> • <i>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</i> • <i>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i> • <i>travelling in a small vehicle, like a car, with an infected person</i> <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>		
9. Contain any outbreak by following local health protection team advice					
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	

Section 2: School Operations

School Workforce					
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"> • Paediatric First aider • First Aider • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member <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>	Medium	<p>Determine cover arrangements (including leaders and safeguarding designated leads) – and review on a weekly rather than daily basis to minimise contacts.</p> <p>Principles for staff</p> <ol style="list-style-type: none"> 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

					<p><i>you're being asked to take. (Government Guidance)</i></p> <p>At all times, the school will adhere to the DFE Guidance on the System of Controls.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Face coverings are not recommended but this will not be enforced if staff chose to wear them. If they do choose to wear them they must demonstrate safe use and removal to the SLT.</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"> • Paediatric First aider • First Aider • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member <p>Those with a Government Health letter and clinically vulnerable staff who did not attend school prior to September will be individually risk assessed and where possible be accommodated with work from home. If this is not possible, reasonable adjustments will be made in school.</p> <p>Those members of staff who live with someone shielding (clinically extremely vulnerable – those with a GOV. letter) can now attend school.</p> <p><i>DFE Guidance states:</i> Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p><i>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</i></p> <p><i>Advice for those who are clinically-vulnerable, including pregnant</i></p>	High	<p>Establish which staff this applies to. Having done this, allocate additional members of staff to bubbles.</p> <p>Distribute the work of those staff members in the classroom to those working from home.</p> <p>Determine plans to respond to increased sickness levels.</p> <p>Refer to: 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</p>

			<p>women, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Staff will be made clear of returning to work guidance and given full access to this risk assessment.</p> <p>Refer to Annex B - Principles For Staff</p> <p>Refer to Annex F - COVID-19 Guidance on school staff availability</p>		
	Cross contamination through the sharing of resources	Staff	<p>Staff allocated to a classroom should use their own laptop.</p> <p>The IWB should only be used by the teacher.</p> <p>See section on page 20 – “Cross contamination through sharing of equipment.”</p>	Medium	<p>Establish who requires a computer in the event of a TA overseeing a class.</p> <p>Communicate to staff re. Removal of lanyards.</p> <p>Quarantined book tubs will be allocated to each class</p>

			<p><i>For individual and frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own and that items are not shared...Books and games can be shared within a Bubble but must be cleaned regularly.</i></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. 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>		
	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. 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>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</p>	High	

			<p>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>		
	The picking up of infection through the touching of surfaces	Staff	<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.</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>	High	<p>The importance of breaking transmission chains cannot be stressed enough.</p> <p>Covid 19 marking policy required for September.</p>
	Staff members suffering with stress and anxiety	All Staff	<p>The school will have in place support for wellbeing, mental health and resilience, including bereavement support.</p> <p><i>'...governing boards and school leaders should consider the mental health and wellbeing of staff (including school leaders themselves), and the need to implement flexible working practices in a way that promotes good work-life balance for teachers and leaders.'</i> (Government Guidance)</p>	Medium	
	Updated policies and procedures have not been communicated to all staff and governors	Staff	<p>Staff/Governors will be notified of:</p> <ul style="list-style-type: none"> • changes to fire evacuation and lockdown drills • COVID-19 risk assessment and procedures 	Low	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.

			<p>and any risk assessments that have been written</p> <ul style="list-style-type: none"> • Safeguarding and Child Protection • Data Protection Policy • Updated behaviour policy to reflect the new rules and routines necessary in line with guidance published in Preparing for the wider opening of schools from 1 June: Annexes A-C • Updates from the DFE and guidance from the Public Health England 2020 • COVID-19 specific risk assessments for catering, cleaning and P.E. contractors (to be kept by the school) • Arrangements for the return of pupils and parents. • Opening procedures • Updates to the website if applicable <p>The school will ensure all staff are trained on updates to policies and procedures including any interim arrangements regarding SEND Information and reporting.</p> <p>Opportunities for feedback will be factored in.</p>		
Catering					
	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 (as requested by the school i.e. grab bags distributed to bubbles by lunch staff).</p> <p>The school will retain the catering risk assessments and monitor the controls identified.</p>	Medium	Catering
Estates					
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"> • Electrical & lighting • Heating systems/ Boiler 		<p>See also:</p> <p>‘Managing school premises, which are partially open, during the coronavirus outbreak’ at https://www.gov.uk/government/publications/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>

			<ul style="list-style-type: none"> • Fire escape routes • Fire alarm • Water systems/ legionella • Gas safety • The fabric of the building <p>For specific information, see 'Good Estate Management for Schools' at: https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</p>		tions/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak Allow sufficient time for this activity, approx. 1 week before opening if possible. Water treatment, flushing of system for (including drinking water), certifying of the water system including legionella protocols
	Emergency Evacuation plans are in place	Staff	<p>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 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>Ensure fire drill is undertaken once pupils return to ensure correct procedures are in place.</p> <p>Week commencing 1st September and again 29th September when all the EYFS are in school.</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 & safeguarding and noting particularly that the holding open of fire doors without the use of approved hold open devices is not permitted).</p> <p>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>

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 PE is required.</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 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>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.</p>	Medium	The schools Marking, Feedback and Assessment policy will be updated to reflect the safety issues identified in this risk assessment.
	Gaps in pupils' knowledge becomes evident following the long period of home schooling	Pupils	The school will aim to deliver a high-quality education as soon as pupils return in September that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Staff will aim	Medium	

	<p><i>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</i></p> <p><i>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</i></p> <p><i>Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. (Government Guidance)</i></p>		<p>to teach an ambitious and broad curriculum in all subjects from the start of the Autumn Term, but make use of existing flexibilities to create time to cover the most important missed content. However, some modification to the curriculum may be needed at the start of the year, with teaching time prioritised to address significant gaps in pupils' knowledge.</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>Whilst there may be some modification to the curriculum at the start of the year, the aim will be for children to be accessing the school's normal curriculum in all subjects by the summer term of 2021.</p>		
	<p>Physical Activity in Schools</p> <p><i>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework. Pupils should be kept in consistent groups, sports equipment thoroughly</i></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"> - sanitise hands before PE and sport - washing hands after PE and sport - cleaning of equipment after sport with appropriate cleaning materials before being put away. - 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. - outdoor space to be fully utilised with children spread out as much as possible <p>P.E providers will be teaching football and rugby in the</p>	Medium	<p>RQ to liaise 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 (26.9.20) with Tag Rugby Specialist Scrumys and Mitch Woodward who will be responsible for teaching P.E.</p>

	<p><i>cleaned between each use by different individual groups, and contact sports avoided.</i></p> <p><i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. (Government Guidance)</i></p> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</i></p> <p><i>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</i></p> <p><i>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment. (Government Guidance)</i></p>		<p>first two terms. A meeting has been held (26.9.20) with Tag Rugby Specialist Scrumys and Mitch Woodward 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. Gym mats will be wiped down between each use.</p> <p>When planning PE and sport the following advice will be adhered to:</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</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 space in groups of no more than 15.		<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should</i>

			<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><i>consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</i></p> <p><i>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. (Government Guidance)</i></p>
	<p>The gap between pupils grows unnecessarily because of unauthorised attendance</p> <p>Attendance expectations <i>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.</i> <i>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</i> <i>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</i> <ul style="list-style-type: none"> <i>parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</i> <ul style="list-style-type: none"> <i>schools' responsibilities to record attendance and follow up absence</i> <i>the availability to issue sanctions, including fixed penalty notices</i> </p>	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 addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</i></p>
	<p>Pupils who are shielding or self-isolating fall behind their peers</p> <p><i>We now know much more about</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</p>		

	<p>coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. (Government Guidance)</p>		<p>established (and going to be used as a homework tool). Engagement with this activity will be monitored.</p>		
	<p>Adequate provision is not in place to support SEND pupils</p> <p><i>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. (Government Guidance)</i></p>	Pupils	<p>All SEND children will be effectively catered for in September through reasonable adjustment and where necessary 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>	Low	
	<p>Pupils feel anxious, stressed or display signs of low mood when returning to school</p> <p><i>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</i></p> <p><i>Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</i></p> <p><i>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</i></p> <p><i>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware</i></p>	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: https://www.youtube.com/watch?v=MYmBLnSQh3M&feature=emb_title</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>Tips for teachers to support their pupils' mental health and a refreshed lesson plan on dealing with change will be available on the PHE School Zone. https://campaignresources.phe.gov.uk/schools</p>	Low	

	<p>need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals [Link added], which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. (Government Guidance)</p>				
	<p>Pupils unclear of new rules and procedures</p> <p><i>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</i></p> <p><i>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may</i></p>	Pupils	<p>Review Behaviour policy, making amendments to reflect the changes in working.</p> <p><i>'Ahead of opening for more pupils, schools will need to update their behaviour policy to reflect the new rules and routines, and communicate these changes to staff, pupils and parents.'</i> (Government Guidance)</p> <p>Refer to Annex A Behaviour Principles</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> <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</p>	Medium	<p>Reviewed Behaviour Policy and explanation of key points and New guidance. Pg.17</p> <p><i>'Areas schools may wish to add to their behaviour policy are:</i></p> <ul style="list-style-type: none"> ✓ 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

	<p><i>struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</i></p> <p><i>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</i></p> <p><i>(Government Guidance)</i></p>		<p>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>A new class code of conduct will be created 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>conduct in relation to remote education</i></p> <p>✓ <i>rewards and sanction system where appropriate</i></p> <p><i>(Government Guidance)</i></p>
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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		Yes		Amendments made to drop off and pick up arrangements
11.09.20		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

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.aspx?cc=eng&ss=2&t=Horrid%20Hands

Horrid Hands

Microbes spread easily through coughs and sneezes, food and water, animals and touch. 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 surfaces of the hands 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** where we shake them! Look at the fingerprint images below and see how far the microbes on the first person's hand have spread.

When should you wash your hands?

- Before during 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

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 devices or cleaning equipment – just soap and water.

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

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 2 hours on some 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 100%.

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 0300 422 5062 www.e-bug.eu



Very Dirty



Dirty



How clean are your hands?



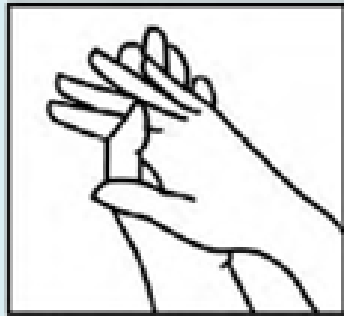
A Bit Dirty



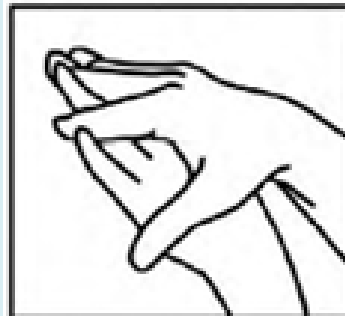
Clean



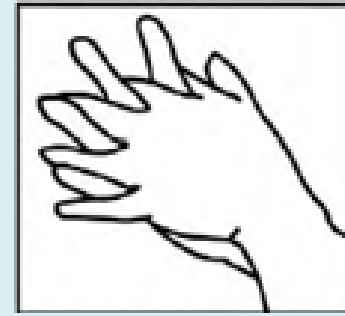
The 6 Steps of Hand Washing



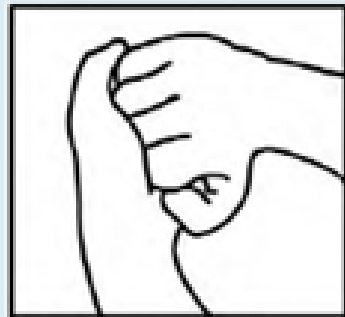
Palm to palm



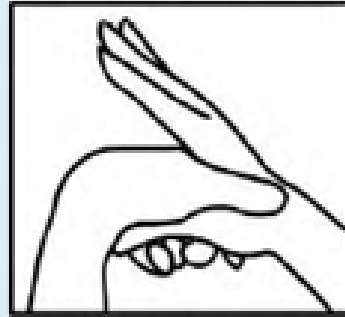
The back of the hands



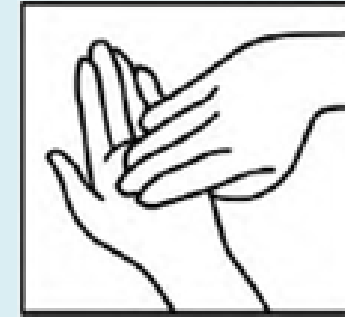
In between the fingers





The back of the fingers



The thumbs



The tips of the fingers



e-Bug

Influenza

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

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.


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 3.5 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. Bad 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:
 - *Bacilli* (rod-shaped)
 - *Spirilli* (spiral-shaped)
 - *Cocci* (spherical)

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, vinegar, yogurt, 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.
- Bacteria causing microbes that spread from person to person are known as infections.
- Bad microbes live in when you, your home, school or environment is unhygienic or dirty.
- Remember, microbes multiply very fast so it's very easy for bad microbes 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
clindna.mccrulty@phe.gov.uk / ricki.young@phe.gov.uk
 0300 422 5062 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

Annex F: Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings Flowchart

