

Organisation: Lowbrook Academy

Activity: Risk Assessment for the wider re-opening school during COVID-19 Pandemic to EYFS, Year One and Year Six pupils

Planned date for the activity: Monday 1st June 2020

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

Who is at Risk?	Pupils, Staff and Pupils' families
How can the hazards cause harm?	Illness, 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/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>

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=IwAR1Z4TxlrR6teq4dqTu9QA0B5oCevz14ombg2DNTEb9J5O9O_pVgmoqLQSI)	Risk	Comments - Actions
Preparing the site for wider re-opening	The site requires maintenance for it to reach a standard which would make it safe for wider 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 • 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> <p>Health and Safety check of site before opening. Consider:</p> <ul style="list-style-type: none"> • Water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. This includes legionella protocols. Undertaken by Strictly Education. • Recommission all systems including gas, heating, water supply, mechanical and electrical systems, and catering equipment. • Check fire safety systems including making sure: <ul style="list-style-type: none"> ○ all fire doors are operational ○ fire alarm system and emergency lights are operational 		<p>See also: 'Managing school premises, which are partially open, during the coronavirus outbreak' at https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p> <p>Allow sufficient time for this activity, approx. 1 week before opening if possible.</p> <p>Water treatment, flushing of system for (including drinking water), certifying of the water system including legionella protocols to be undertaken by Strictly Education Tuesday 26th May.</p>

	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. (Based on information about pupils initially returning, this is not an immediate requirement but this will need to be reviewed at regular intervals.)</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff. (Based on information about those initially returning, this is not an immediate requirement but this will need to be reviewed at regular intervals.)</p> <p>A fire drill will be timetabled for the first week back.</p>		Ensure fire drill is undertaken once pupils return to ensure correct procedures are in place.
	Pupils unclear of new rules and procedures	YP	<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</p>	Medium	<p>Review Behaviour Policy and add in key points.</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

			<p>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 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><i>(‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands</i></p> <ul style="list-style-type: none"> ✓ <i>tell an adult if you are experiencing symptoms of coronavirus</i> ✓ <i>rules about sharing any equipment or other items including drinking bottles</i> ✓ <i>amended expectations about breaks or play times, including where children may or may not play</i> ✓ <i>use of toilets</i> ✓ <i>clear rules about coughing or spitting at or towards any other person</i> ✓ <i>clear rules for pupils at home about conduct in relation to remote education</i> ✓ <i>rewards and sanction system where appropriate (Government Guidance)</i>
Managing safe numbers	Too many pupils on site to be able to safely socially distance in accordance with suggested official guidelines	YP & Staff	<p>Parents written to and surveyed to establish which children (from EYFS, Y1 & Y6 plus those of key workers) will be returning on 1 June.</p> <p>In this setting, classrooms vary in size and don’t always comply with Government regulations BB103. To comply with social distancing, there is a range of numbers deemed appropriate in each class ranging from 6 -12.</p>	High	<p>Once surveys have been collated, final numbers of children will be established and pupils will be put into ‘bubbles’, where possible with their year group.</p> <p>Pupils of key workers who are not in EYFS, Y1 and Y6 will be placed together in a bubble.</p>
	Too many pupils within a confined space to be able to safely socially distance in accordance with suggested official guidelines	YP & Staff	<p>Pupils will be assigned a bubble containing no more than any one space will allow (for the most part 9). This bubble will be allocated a learning space which will be theirs only. Adults and children will not be permitted to visit other bubbles.</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>	High	<p>If the requirement means too many pupils will be on site at any one time, bubbles will have to be allocated days on which they are in.</p> <p>Once numbers are established, rooms will be allocated to them.</p> <p>Refer to: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19- </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 workstation.</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>		implementing-protective-measures-in-education-and-childcare-settings
Pupils within a confined space will not socially distance effectively	YP	<p>Allocated classrooms will be set up and marked out in 2m square working spaces. 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.</p> <p><i>'Where desks are used, they should be spaced as far apart as possible.'</i> (Government Guidance)</p> <p>Pupils will not be permitted to move out of their working space unless instructed to do so by an adult.</p> <p><i>'If you can keep older children within those small groups 2 metres away from each other, you should do so.'</i> (Government Guidance)</p> <p>In the case of the hall being repurposed as a classroom, outside lettings will not be permitted.</p>	High	
Too many pupils congregating in small cloakroom spaces	YP	<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.</p> <p>Where two bubbles in adjoining classrooms share a cloakroom, staff in these bubbles must coordinate toilet visits to ensure only 1 child in in the cloakroom at any one time.</p>	High	<p>Advise staff and pupils of following arrangements:</p> <ul style="list-style-type: none"> • 6G to use toilets and handwashing in the Pavilion. • 6D to use toilet and handwashing sink in Lowbrook Suite plus outdoor handwashing basins located behind the Lowbrook Suite. • EYFS/Y1 to use toilets and handwashing facilities by Lowbrook Suite Cloakroom plus outdoor handwashing basins located behind the Lowbrook Suite.

	Cross contamination of bubbles	All	<p>Bubbles will remain as one unit, within the same classroom, at the same learning space, with the same member of staff (whether TA or teacher).</p> <p>Bubbles will also have their own marked out outdoor area.</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>Where possible, children will be allocated a member of staff who they are most familiar with but this will not be possible in all cases where members of staff fall into vulnerable groups and are therefore not on site.</p> <p>Outdoor areas to be marked out.</p>
	Staff member of a bubble developing COVID-19 symptoms.		The bubble will be sent home without a replacement staff member and will only be able to return once the staff member has produced a negative COVID-19 test. Advice will be given to parents regarding testing.		
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 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>	All	<p>Parents will be instructed that only one adult can accompany a child to school.</p> <p><u>For Lowbrook:</u> Parents will drop their children off at the gate by Kiss and Drop which will be marked out at 2m intervals. Children to walk into school independently. Parents will not enter the school site. All pupils will enter this way including EYFS children.</p> <p>Staggered drop off and pick up times: Bubble 1: 9.00am – 2.15pm Bubble 2: 9.15am - 2.30pm Bubble 3: 9.30am – 2.45pm Bubble 4: 9.45am – 3.00pm</p> <p>Lunchtime: 25 minutes</p> <p>Signage, communication and instructions will make clear to parents one way systems, entrances/exits and where they should wait.</p> <p><i>'You should plan for putting in place protective</i></p>	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 their bicycle onto the site to place in the bicycle rack.</p> <p><i>'Changes to drop off and pick up routines will be required. You should tell parents when they can drop off their children and that this should happen at the school gate.</i></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</i></p>

			<p><i>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.</i> (Government Guidance)</p> <p><i>'...you might stagger start and end times between year groups by a short period to reduce volume at the entrance'</i> (Government Guidance)</p>		<p><i>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.'</i> (Government Guidance)</p>
	Too many people congregating at pick-up times	All	<p>Parents will be instructed that only one adult can arrive to collect a child.</p> <p>Staggered exit times to ease congestion will be communicated to parents.</p> <p>Pupils will be led out of school by their member of staff via the playground towards the grass verge at Kiss and Drop and handed over to their parents waiting by the school gate.</p>	High	Information regarding pick up and staggered exit times will be relayed to parents via letter.
	Too many pupils congregating in one place on entry to the site	YP & Staff	<p>Pupils will be instructed on which class they have been allocated and informed of the entry point for this class.</p> <p>Bubbles will need to arrive at allocated times to avoid cross contamination.</p> <p>On arrival, having been met by their allocated staff member, the entire bubble will make their way to their classroom and enter going straight to their desk.</p>	High	<p>Entry points to classrooms will be established to reduce the number of bubbles needing to enter through one door.</p> <p>6G to enter via steps to Pavilion 6D to enter via Lowbrook Suite Patio EYFS/Y1 to enter via EYFS playground.</p> <p>Inform pupils and staff allocated to each bubble.</p>
Classroom Arrangements	Pupils congregating in a classroom space	YP & Staff	<p>Pupils will be allocated a desk which will remain theirs throughout.</p> <p>Desks will be positioned within 2m square units, 1 child per square.</p> <p>On entry into the classroom, pupils will be instructed to go straight to their desk.</p> <p>Movement around the classroom will be restricted.</p>	High	Information needs to be given to pupils- (suggested method is that names are placed on tables prior to pupils arriving to allow them to go straight to their desk on 1 st day of arrival. Ensuing days will therefore face no further confusion as pupils will go straight to the desk they have been allocated.)
	Pupils and adults crossing in corridors and to get into classrooms	YP & Staff	<p>A one-way system into and out of classrooms will be established where possible. In such cases, one-way system signage will be in place.</p> <p>The pupils are not permitted to enter the building or walk down a corridor unless accessing a classroom</p>	Low	

			with an adult. (See entry points to classrooms.)		
	Conditions ripe for infection to spread owing to no circulation of air	YP & 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> <p>Cleaning staff to close windows and doors - instruct team.</p>
	Cross contamination through sharing of equipment	YP	<p>Children instructed to bring in their own named individual equipment which only they can use. Should a child not bring any 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 wider 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' item 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>	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 the Daily Mile and PE activities.</p> <p>Pupils will be coming to school in ordinary, comfortable clothes plus appropriate footwear, suitable for all lessons. Inform parents.</p> <p>Pupils not to bring unnecessary clothing e.g. coats. Inform parents.</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><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 tray beneath their desk which they remain responsible for maintaining.</p> <p>In order to access the daily lessons, pupils require an iPad. These should be allocated one to each child and named as such. iPads will need to be 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>All soft furnishings, soft toys and toys/resources with intricate parts must be stored away and not used.</p> <p>Tasks should be set which require limited use of shared resources. Anything used, which does not belong personally to an individual, has to be washed with soapy water immediately after use.</p> <p>In the case of classrooms where EYFS and Y1 will be based, buckets filled with soapy water / Milton sterilising fluid 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</i></p>	<p>Once bubbles have been established, 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.</p> <p>Consider how they will be charged at the end of the day.</p> <p>Consider how charging units will be distributed around classrooms.</p> <p>Consider how they will be decontaminated particularly in EYFS and KS1.</p> <p>Communicate to parents that all personal items must be named.</p>
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	Medical equipment belonging to individual children not being easily accessed	YP	Personal medical equipment (inhalers, Epi-pens, Piriton etc.) must be reallocated to classrooms once bubbles have been established to ensure each child within each class has access to their individual medical equipment.	Low	Bubbles and learning spaces need to be established quickly so medical equipment can be redistributed.
	Adequate provision is not in place to support SEND pupils	YP	<p>The school will decide what returning support is available and put it in place for the return of SEND pupils</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 school will ensure consideration for transitions are given for SEND pupils e.g. sharing of IEP info, SEND reports.</p> <p>The review of IEPs/annual reviews etc will be considered.</p> <p>All children on the Child Protection and PPG who remain at home will be risk assessed and these are updated as necessary.</p> <p>Discussions with staff on how behaviours may be an indication of a pupil's anxiety will be shared.</p> <p>(Refer staff to resources as to how to best manage this.)</p>	Low	
	General first aid equipment not readily available	YP & Staff	Each classroom will be allocated a basic first aid kit. PPE will be supplied and worn by all staff administering first aid. This includes gloves and masks.	Low	Check
	Cross contamination by registers being overly handled	YP & Staff	<p>All registers and lunch orders will be done electronically.</p> <p><i>'Prepare to resume taking the attendance register and continue completing the daily data returns</i></p>	Medium	<p>School Office to reorganise electronic registers by bubble.</p> <p>School Office to organise text/emails system by bubble/</p>

		<p><i>using the DfE portal (further guidance on what attendance and absence codes to use at this time will be published shortly).’ (Government Guidance)</i></p> <p>Arrangements for contacting the parents of children not attending on any particular day remain the same and will be managed by the office staff.</p> <p>Arrangements for parents contacting schools to inform of absences remain the same.</p> <p>Arrangements for how families will inform the school that they now wish their child to attend will be communicated to parents after regular reviews carried out by the SLT have taken place.</p> <p>Parents to be instructed to order lunches online from home once school lunches become available.</p> <p><i>‘You should also consider working with your catering supplier and kitchen staff on arrangements for lunchtime. Children in reception and year 1 should have the option of a free meal under the universal infant free school meals policy. Meals should be available for all pupils in school, and these should also be free of charge for pupils that qualify for benefits-related free school meals. With your kitchen staff, you will need to consider how meals will be prepared and served safely. Plans will need to be in place to ensure food supplies are in place for when children return.</i></p> <p><i>Work out arrangements for lunch (and any ‘snack’ times for early years) so that children do not mix with children from other groups – this could mean having several lunch sittings or serving lunch in more than one location, including if appropriate in a classroom, or asking your caterers to look at other flexible ways of giving pupils access to lunch such that it can be eaten in the small group setting (for example taking cold or ‘packed’ lunches to children in the areas they are in for the day).’ (Government Guidance)</i></p>	<p>School Office to set up procedures for parents to pre-order lunch online.</p> <p>Discuss with the catering company the need to provide grab bags from the kitchen which can easily be brought to classes by lunchtime staff for distribution.</p>
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Safeguarding	Adequate provision is not in place to ensure safeguarding remains an absolute priority	YP & Staff	<p>Consideration and support will be given to vulnerable families to provide a support package in order to help them transition back to school.</p> <p>Telephone calls to families who are at home will continue to be made if needed.</p> <p>Individual support plans around the family involving working alongside other agencies will be put in place if deemed appropriate.</p> <p>E-safety policies and procedures in light of offsite learning and staff having access to any sensitive data from home will be reconsidered.</p> <p>Revised fire evacuation drills / lockdown drills will be put in place if necessary once practice evacuations and lockdowns have been tested.</p>	Low	
Mental Health & Well-being	<p>Inadequate approach to support wellbeing, mental health and resilience in place.</p> <p>How are staff are supported to follow this within the setting and is the well-being support of pupils clear?</p>	YP & STaff	<p>Staff are aware of available support and advice for schools and pupils available from external services such as the Educational Psychology service.</p> <p>All staff to consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn.</p>	Medium	
Hygiene Routines	Spread of infection through poor personal hygiene	YP & Staff	<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.</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 outdoor handwashing basins.</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. When numbers allow, children</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 hot water and disposable paper towels.</p> <p>Ensure each classroom has a bottle of sanitiser.</p> <p>Classrooms sharing toilets must coordinate hand washing times to avoid congestion.</p> <p>Mobile hand sanitising units have been ordered but will not be in place by 1st June.</p>

		<p>will be allocated a toilet cubical to reduce the numbers using each toilet.</p> <p>In the case of a child having a toileting accident and soiling themselves, the parent will be called immediately and the child will be taken home. A member of staff should not deal with a child in such instances.</p> <p>Hand sanitiser should be placed in learning spaces but not used to replace hand washing.</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 those at the school gate, in the staffroom and in all toilets.</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> <p>Refer to: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools?fbclid=IwAR1Z4TxlrR6teq4dqTu9QA0B5oCevz14ombq2DNTEb9J5O9O_pVgmoqLQSI#annex-c-posters</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.’ (Government Guidance)</i></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>
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			<p>Pupils will not be required to wear school uniform and the expectation of the need to wear clean clothes every day will be communicated to parents.</p> <p>Parents to be advised that children are to wear freshly washed clothes every day. Uniform consisting of summer dress is permitted as that is easily washable. School ties, school jumpers and school blazers are not to be worn. No unnecessary items, e.g. coats, hats, etc. to be worn.</p> <p>Pupils will be required to bring P.E. kit for the Daily Mile and other P.E activities on a daily basis, which will then need to be taken home and washed daily. Pupils to bring minimal items in a small draw string bag or similar, as cloakrooms will not be in use and children will have to store their bag under their desk within their designated class space.</p> <p>Staff are not permitted to assist pupils in the tying of shoe laces as this breaks social distancing guidelines. Pupils will be encouraged to bring shoes which they can do up independently.</p> <p>At all times, the school will adhere to the DFE Guidance on the Hierarchy of Controls. 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>		
	Inability to contain infection from waste tissues	YP & Staff	Bins with lids for the disposal of tissues only, to be positioned in learning spaces and emptied regularly if necessary.	Low	<p>Source small bins with lids for the disposal of tissues.</p> <p>Place tissue boxes in classrooms and ensure there is a plentiful supply.</p> <p>Bins to be emptied at lunchtime and at end of the day.</p>
Cleaning Routines	The site does not reach the appropriate level of cleanliness prior to opening	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>	Medium	<p>ASS/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.

			<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, surfaces, equipment, toilets, front entrance buzzer • Ensuring cleaning tools are available in each teaching area e.g. cloths, gloves, detergent, tissues. 		<p>i.e. Mop heads, cloths etc.</p> <p>All staff to be trained in the safe use of chemicals and COSHH Registers.</p> <p>Additional cleaners to be employed to clean the site at lunchtime.</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 soapy water or anti-viral wipes/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>Children from each bubble, overseen by the classroom adult, to be given responsibility for this.</p> <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 a bottle of fairy liquid is in every classroom.</p> <p>Ensure additional cleaning tools are available in each teaching area e.g. cloths, gloves, detergent, tissues.</p> <p>Ensure either antibacterial wipes or antibacterial spray + paper towels are available in each classroom.</p> <p>Cleaning contractors assigned the task of ensuring each day that handwashing</p>

					<p>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 to make them aware of protocols.</p> <p>Discuss additional and specific cleaning requirements with cleaning contractors. Cleaners must be informed of the need to use wet as opposed to dry cloths to clean. All surfaces (tables, floors etc.) need to be cleaned with liquid. Cleaners should only come on site after all children and staff have left. Cleaners should be advised to wear long gloves.</p>	Medium	<p>ASS & PR to liaise with cleaning contractors</p>
Break times and Lunch times including outdoor lessons	Over congestion of outside spaces	YP	<p>Bubbles will be given a specific time when they can go outside.</p> <p>Bubbles will be allocated a specific area of the outside space to play in.</p> <p>Pupils will be allocated one piece of outdoor play equipment which they take responsibility for and which only they can use. These pieces of apparatus will live in each pupils 2m x 2m learning space during lesson time.</p> <p>Pupils will be allocated a football, hoop (KS1 only), skipping rope and three bean bags each for them to play with individually at break and lunch times. These will be labelled, used by the same child each day and not shared with any other child.</p>	Low	<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> <p>Playground and field to be marked into zones and zones allocated to each bubble.</p> <p>Outdoor handwashing basis to be placed on the school site to ensure the regular handwashing prior to school, during breaktimes and lunchtimes. These will not be commissioned by 1st June but shortly afterwards.</p>
	A lack of social distancing when outside	YP	The outside space will be cordoned off into areas with a specific area being assigned to a bubble.	High	Constant reminders to the children of the need to socially distance must be given.
	Cross contamination through the touching of surfaces	YP	<p>The Pirate Ship, Fun Run and Climbing Frame outside EYFS must be roped off so that they are not used.</p> <p>Playtime toys should not be issued.</p>	Medium	<p>Cordon off climbing apparatus and store away all playtime toys.</p> <p>Remove/cordon off seating areas.</p>
	Cross contamination through the touching of equipment	YP	A limited amount of P.E. equipment is permitted (specified above). If equipment is required, pupils must not engage in team games which could involve them coming into contact with one another	Medium	Anti-Bacterial Wipes left by PE storage.

			<p>and they must be issued with their own piece of apparatus (ball, hockey stick etc.).</p> <p>All equipment must be cleaned with appropriate cleaning materials before being put away.</p> <p><i>'Physical education lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.'</i> (Government Guidance)</p> <p>Daily Mile and PE activities must only be undertaken at the end of the day before the children go home, and in their allocated "bubble" space on the field.</p> <p>Lessons can take place in the pond/wildlife area as long as social distancing can be suitably implemented.</p> <p>Padlocks must be wiped after being handled. Only one bubble is permitted in the pond/wildlife area at any one time.</p>		
	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.</p> <p>Where grab bags have been ordered from the 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>	Medium	<p>Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements.</p> <p>Advise teaching staff that P.E. lessons should only be conducted outside and at the end of the day. The hall should not be used for this purpose.</p>
Staffing	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 	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</p>

		<ul style="list-style-type: none"> • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member <p>Those with a Government Health letter and clinically vulnerable staff should not attend school and instead work from home.</p> <p>Those members of staff who live with someone shielding (clinically extremely vulnerable – those with a GOV. letter) should not be in school.</p> <p><i>‘Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.’ (Government Guidance)</i></p> <p><i>‘Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the staying at home and away from others (social distancing) guidance) have been advised to take extra care in observing social distancing and should work from home where possible. This includes pregnant women. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home.</i></p> <p><i>If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this</i></p>	<p>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>Inform Staff of: 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
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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 	Medium	<p>At the end of the day, all surfaces must we wiped with a liquid solution including backs of chairs.</p> <p>Determine cover arrangements (including leaders and safeguarding designated leads) – and review on a weekly rather than daily basis to</p>

		<ul style="list-style-type: none"> Office staff member <p>Externally employed adults who might ordinarily deliver learning in school e.g. sports coaches and music tutors are not permitted to be on site, certainly in the initial phase of reopening. Protocols and expectations will be shared if and when external providers resume their role.</p>		minimise contacts.
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	
Cross contamination through the sharing of resources	Staff	<p>Staff allocated to a classroom should use their own laptop.</p> <p>The whiteboard should only be used by the teacher.</p> <p>See section on page 8 – “Cross contamination through sharing of equipment.”</p> <p>Staff lanyards must not be worn to prevent any cross contamination.</p>	Medium	<p>Establish who requires a computer in the event of a TA overseeing a class.</p> <p>Communicate to staff re. removal of lanyards.</p>
The picking up of infection through the inadequate use of PPE	Staff	<p>Staff to be issued with visors or alternatively they must wear face masks or face coverings.</p> <p>Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties or blazers).</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>	Medium	<p>Distribute PPE equipment (head visors, face masks) to staff.</p> <p>Have gloves readily available in classrooms should first aid need to be delivered.</p>
The picking up of infection through close contact	Staff	<p>Staff should position themselves in a spot where they can maintain social distancing, ideally at the back of the classroom and in a well-ventilated place to avoid being in the direction of droplets released from the children.</p>	High	

	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>Staff should not pick up pupils' books. The marking of books is not required. Instead pupils should mark their own books with answers read to them or through self-editing and checking.</p> <p><i>'Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.'</i> (Government Guidance)</p> <p>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	The importance of breaking transmission chains cannot be stressed enough.
	Too many people congregating in the staff room, office and staff toilet	Staff	<p>The use of the staff room and the office by staff must be staggered.</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>No more than 1 person allowed in the Lowbrook Suite staff kitchen.</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 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>	Medium	<p>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> <p>Consider how staff will visit the toilet if required to supervise their bubble while on a break. 2 bubbles will have to take break at the same time but in different places visible to all to allow staff to do this.</p>
	Not enough space for adequate social distancing in corridors	Staff	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	Medium	1 member of the catering team will circulate to distribute grab bags.

			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.		
	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. Staff will use gloves when handling mail and will be required to dispose of gloves and wash hands once completed.</p> <p>If a child forgets something for the day, they do without. Parents are not permitted to drop items off for their child. Should they forget their packed lunch, the child should order one from the catering team.</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).'</i> (Government Guidance)</p>
	Unnecessary exposure to illness by being in contact with parents	All	At pick up and drop off times, staff should maintain social distancing and avoid anything other than fleeting contact with parents.	Medium	Parents must be informed that messages should be relayed to staff by emailing the office.
Policies and Procedures	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 Policy and procedures and any risk assessments that have been written • Confidentiality Policy • Safeguarding and Child Protection • Data Protection Policy 	Low	

			<ul style="list-style-type: none"> • 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 and cleaning contractors (to be kept by the school) • Arrangements for the return of pupils and parents. • Opening procedures • The needs of children in the bubble they have been allocated (teaching staff and TAs only) • Updates to the website if applicable <p>The school will ensure all staff are trained on updates policies and procedures including any interim arrangements regarding SEND Information and reporting.</p> <p>Opportunities for feedback will be factored in.</p>		
Curriculum	The workload for staff becomes unmanageable	Staff	<p>It is not a requirement to teach to the normal curriculum so as such no formal teaching will be delivered. Lessons will be set through Google Classroom.</p> <p>Staff will be instructed to reinforce learning and practice of good hygiene habits through games, songs 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>Children, whether at home or in school will continue with the remote learning programme.</p> <p>Staff will consider which lessons can be safely conducted outside while at the same time ensuring social distancing.</p> <p>Children should complete any work in their exercise</p>	Medium	<p>The workload of staff may have to be distributed according to who is taking responsibility for a bubble in school and who is working from home.</p> <p>TAs working from home should oversee the production of Jamboard for those classes who remain at home where the TA is covering in school.</p> <p>Likewise, teachers working from home may have to take on the planning, Google Meets and phone calls for those colleagues who are working in school.</p> <p>For specifics regarding EYFS curriculum refer to: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p>

			<p>books which only they should handle (see above). These books should not be touched by anyone other than the individual child and especially not by members of staff.</p> <p>There is no expectation for work to be marked. Marking should be completed by the individual child with answers called out. Children are not permitted to swap books with another child to carry out peer assessment.</p> <p>Staff should continue to upload work to Google Classroom and distribute Home Schooling letters to parents on a weekly basis using systems already well established.</p> <p>TAs should continue to post Jamboards on Google Classroom (consider reallocation of tasks where TAs are working in school).</p>		<p>For the specifics on the Y1 & Y6 curriculum refer to Section 11 of: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools?fbclid=IwAR1Z4TxlrR6teq4dqTu9QA0B5oCevz14ombq2DNTEb9J5O9O_pVgmoqLQSI</p>
Signs of Illness	Anyone displaying signs of illness, may pass the disease on	All	<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>If anyone (child or adult) has a cough, other COVID-19 related symptoms or develops a temperature and starts to feel unwell at school, they must be sent home straight away.</p> <p>In such a case, they will need to self-isolate for 7 days or until tested negative, with other members of the family (including siblings) self-isolating for 14 days.</p> <p>A sibling of that child should also be sent home at the same time. If the person unwell tests positive for Covid-19 they MUST self-isolate for 14 days and the rest of that person's bubble including the member of staff must also start a period of self-isolation lasting 14 days.</p> <p>In such circumstances, households are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance</p>	High	Inform parents of this.

			<p>Any child showing signs of illness must be taken by a staff member wearing PPE to 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 remainder of the bubble (adults and children) will also be required to go home and be collected from the pick-up point.</p> <p>Staff caring for the children awaiting collection must maintain 2m social distancing AND wear PPE. At this point in time, the classroom will be deep cleaned.</p> <p>If a child or adult shows symptoms and tests positive for CoVid-19, then the entire bubble that the child was in must be sent home and self-isolate for 14 days.</p> <p>If other cases are then also confirmed at the school, then PHE will advise the school on next steps/possible closure.</p>		
First Aid & Medications	In the delivery of basic first aid, a staff member and child are not protected sufficiently.	Staff & YP	Staff must be wearing PPE equipment if at all possible, before delivering first aid. This should include face masks, visors and gloves.	Medium	Ensure appropriate equipment is distributed to staff and readily available in classrooms.
	Safe storage and administration of emergency medications in school	Staff & YP	<p>Should the school's emergency inhaler be used by a pupil, to ensure there is no risk of potential infection, this inhaler and spacer should be sent home with that pupil. Guidance normally recommends that only the spacer goes home with the child who has used it and the inhaler is cleaned and ready to be used again. However, during the COVID-19 period the School Nursing Team is recommending if the school's emergency inhaler is used, both the inhaler and spacer be taken home by that child.</p> <p>School must ensure any child attending school who has prescribed emergency medication, has their own medication in school at all times to reduce the risk of having to use the school's emergency inhaler.</p>	High / Medium	<p>KB to check stock of emergency inhalers</p> <p>KB to write to parents ensuring emergency medication is brought in to school and kept on the pupil if needed.</p>
Catering	In the event of the school kitchen	Staff	Before the kitchen can open, the cleaning and	Medium	

	reopening not everything is in place for this to be done safely.		<p>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>		
Delivery arrangements	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.</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>ASS/PR to oversee</p> <p>This applies to deliveries of fruit also</p>

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

Date: 25th May 2020

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

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 (Close observation of children's health will be a priority at all times)
- 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




It's how you wash your hands
thoroughly, the bacteria is removed.




Washing one's hand after using the toilet and before eating food.




Washing one's hand after handling raw meat.




Washing one's hand after handling an animal.



Washing one's hand after handling a raw chicken.



Washing one's hands after touching the handle of a shopping trolley.




Washing one's hands after touching the handle of a shopping trolley.

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 surface 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** when we shake them! Look at the **fingerprints** images below and see how far the microbes on the first person could 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 when we wash them, especially when it comes to eliminating harmful microbes. We don't need any special cleaners or fancy equipment – just soap and water.






- 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.

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 that hand washing could prevent infection.
- According to GPH, the single most important thing we can do to keep from getting sick and spreading illness to others is to clean our hands.
- Nearly 23 million school days are lost due to the common cold alone.
- Some viruses and bacteria can live from 28 minutes up to 7 hours or more on surfaces like cafeteria tables, doorknobs, and desks.
- Proper hand hygiene demonstrated by 'people in charge' has been shown to positively influence others' compliance by up to 18%.

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Giant Sneezes

What's in a Sneeze?

What is a Sneeze?

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

To Sneeze or not to Sneeze

A sneeze can spread germs 2-3 metres or over 5ft at a speed of 100 miles per hour! The sneeze contains a lot of horrible stuff, like water vapour, water droplets, and snot from your nose. This moisture and snot may be full of microorganisms, and some of these may be unhealthy ones. These bad microbes can be passed on to someone else through sneezing so it is very important to cover your coughs and sneezes. Remember that if you cover your mouth and nose with your hand you can still spread the flu germs to someone when you touch them! It's best to use a tissue or to sneeze on your sleeve.

How can our nose stop us getting ill?

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

Sneezing FACTS!

- The world record for sneezing was held by Donna Griffiths of Wiltshire who sneezed for 938 days in a row.
- Some cultures think that sneezing is a sign of good luck – others think it's a sign of death.
- You cannot sneeze without closing your eyes.
- It's illegal to bury or sneeze in a church in Nebraska, USA.
- You produce 2 pints of snot every day and most of this you swallow without thinking.
- Some doctors use the colour of your snot to tell if you are ill.
- There are more than 200 cold viruses but only a few types of flu.
- Antibiotics will NOT cure the flu.

Sneezing FICTION!

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

- Their eyes will pop out if you keep them open when you sneeze.
- Their heart stopped when you sneezed.
- Their soul leaves your body when you sneeze.

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e-Bug



Very Dirty



Dirty



How clean are your hands?



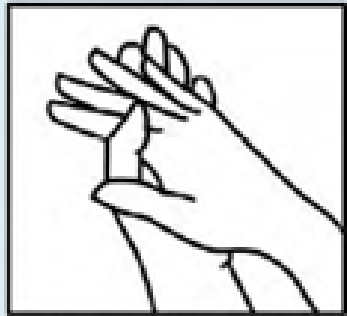
A Bit Dirty



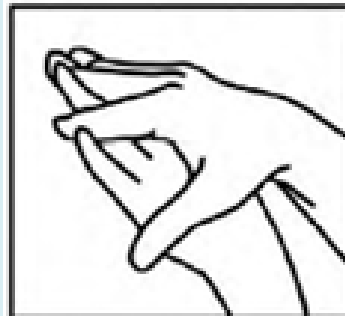
Clean



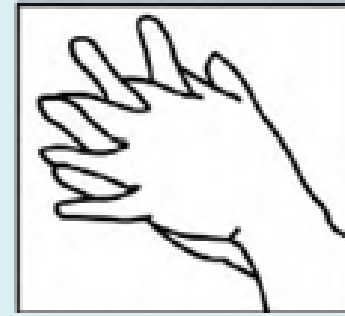
The 6 Steps of Hand Washing



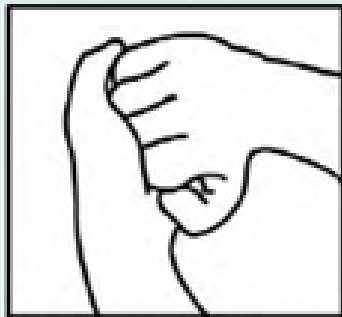
Palm to palm



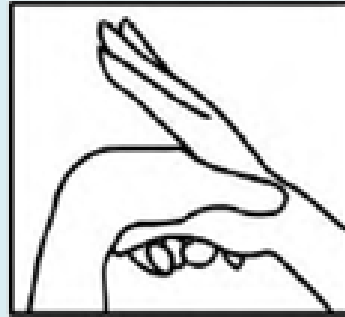
The back of the hands



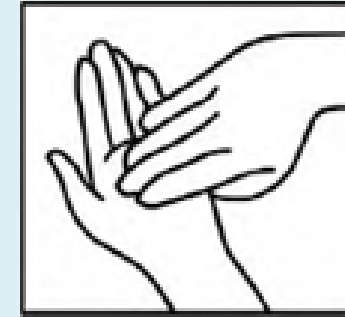
In between the fingers




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.

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!

Microbe Types

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:
Balls... Spirals... Rods...

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 a very small one bad microbe to get inside your body and make you sick!
- Many of our everyday illnesses are caused by viruses e.g. ear ache, cold, flu, most coughs and sore throats!

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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)
- sanitising wipes for wiping some equipment
- 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: COVID-19 Guidance on school staff availability

GUIDANCE ON STAFF AVAILABILITY TO WORK IN SCHOOL DURING THE COVID-19 OUTBREAK

Overview

On 10 May the Prime Minister announced a roadmap towards recovery, including plans for the phased return of some children to school from the week commencing 1 June.

A key part of preparing for reopening is ascertaining which of your staff will be available to be in school from the week commencing 1 June which is determined by their individual circumstances.

This guidance was reproduced on the **18th May 2020** from the government's published guidance 'Preparing for the wider opening of schools from 1 June'. Government guidance is regularly updated and therefore it is recommended that you access the latest information via this link.

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Audit your whole staff to ascertain who will be available to be in school from the week commencing 1 June

Remember staff may need to work with different groups of children than usual.

You may also be working with some staff who are anxious and may value the opportunity for discussion and reassurance.

The guidance on [implementing protective measures in education and childcare settings](#) contains information about clinically vulnerable and clinically extremely vulnerable adults.

Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.

Read guidance on [shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.

Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance) have been advised to take extra care in observing social distancing and should work from home where possible. This includes pregnant women. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home.

If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.

If a **member of staff lives with someone who is clinically vulnerable** (but not clinically extremely vulnerable), which includes those who are pregnant, they can attend work.

If a **staff member lives in a household with someone who is extremely clinically vulnerable**, as set out in the [guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#), it is advised they only attend work if stringent social distancing can be adhered to. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to work at home. Your staffing picture may change so you should update your audit frequently. Ask staff to update you immediately if their situation changes as you will need to base decisions on your most recent staff availability audit.

Can I direct staff to come into school?

It is natural that some staff will be worried about coming into school even if the risks to them are very low. You will know your staff best and so will be in the best position to work out how to proceed in individual cases. We are working in an unprecedented context, and more reassurance and discussion than usual may be required. It is always best, if at all possible, to work out a sensible way forward in individual cases that acknowledges any specific anxieties but which also enable the school's responsibilities to be effectively discharged. If you need support in finding a solution, speak to your local authority or trust.

Advice from Human Resources

The HR Business Partner Team are advising schools to act within the government guidance wherever possible when considering which staff are available to work in school. As set out in the guidance the emphasis is on working with staff to understand any concerns they may have and to identify solutions wherever possible.

We appreciate this is a very challenging situation and you will have staff members with differing and potentially complex personal circumstances. We are available to support with interpreting the guidance as well as to discuss and provide advice on individual staffing situations as required. Please speak to your regular HR Business Partner or email HR.BusinessPartners@RBWM.gov.uk.