

Activity Plan and Risk Assessment – Overleigh St Mary’s CE Primary School



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

Overarching Guidance for all staff:

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

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) 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.

Staff key actions

1. Do not come to work if you have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days. Staff are no longer required to take their temperature when arriving at school as a routine measure. However staff are strongly advised to ensure they are able to check their temperature at home routinely or when they or a family member is feeling unwell. The digital thermometers will be kept in the isolation room (meeting room) and can be accessed by anyone displaying symptoms in school.
2. Arrive at school from 7.30am and before 8.30am. This will be outside of the period when cleaners will be present and reduce cross contact of staff groups and support infection control.
3. If you become unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, your normal sense of taste or smell (anosmia), you must report this immediately and we will arrange for you to go home immediately and you will be advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and you should arrange to have a test to see if you have coronavirus (COVID-19). Other members of your household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If you develop symptoms, report this as soon as possible and move to the isolation room (meeting room) until you can return home and your family have been informed. We will support you in accessing a test as soon as possible, we understand a small number of test kits may be made available to us for such purposes by the government. If you need the bathroom while waiting to leave / be collected, you should use the isolation toilet (disabled toilet by the head's office) and this will be cleaned using standard cleaning products before it is used again.
4. Clean your hands and wrists more often than usual - with running water and soap for at least 20 seconds and dry them thoroughly and frequently use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered, between handwashing.
5. Use the 'catch it, bin it, kill it' approach.
6. Although not recommended by government for education settings, our staff may choose to wear face coverings, including visors, and gloves when carrying out their duties in school. This is a personal choice and all staff should be supportive of each other's decisions in this regard. If staff do wear a face covering then this should either be disposed of safely after use or, if a reusable covering stored in a sealable plastic bag between use in school (with the part that covers the mouth and washed on return home).
7. Avoid touching your mouth, nose and eyes. Where possible move around the building and classroom with hands clenched together to avoid, wherever possible, touching surfaces, objects and other people and children.
8. Clean frequently touched surfaces often, using standard products such as detergents and bleach and wipes, a supply will be kept in each classroom and public space.
9. Always carry your radio, on channel 15. Use the radio to communicate with the office and leadership to request support, materials and assistance. Do not leave your *bubble*, wait for support to come to you unless safeguarding would be compromised.
10. 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). The ideal distance is 2m, where possible but if you can do this when circumstances allow this will help. Where possible staff will maintain a height distance of at least 1m to children, approach them from behind and avoid bending down to be in line with their

faces unless this is unavoidable for safeguarding reasons. Children should be sat side by side in pairs, rather than face to face or side on and unnecessary furniture to allow for more room can be removed from class, on request, by the site team. Check children's learning from behind when children are sat at their tables and tables should be forward facing (Y1-Y6). All books will be marked within a session and although government advice is that staff can now take books home, in line with our marking and feedback policy and efforts to reduce staff workload, our staff will make every effort not to do so and therefore also further support infection control. Children will be able to bring one bag to school to transport their books and any other essential items. This will be kept to the minimum but will support reading to be prioritised and to diminish differences in achievement due to the lockdown period. Children and staff will not share practical items such as pens, pencils etc, each person will have their own set of resources. Tables in Y1 – Y6 will be distanced as far as is possible and children will remain at their tables whenever in the classroom teachers will continue to use kinaesthetic teaching approaches where possible but will not have children sat as a large group on the carpet – Y1-Y6. Reception may have children sat on the carpet at their room set up allows but this will be using dots to mark spaces that will be much further apart than would normally be used.

11. Staff ensure children follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. These messages will be reinforced by prominent class displays and notices that will be referred to with the children. Staff will encourage children to participate in regular cleaning of often touched items such as door handles, taps and light switches. Staff will ensure children wash their hands at least – when they arrive at school, after break, before and after lunch, before and after PE and before they go home and use alcohol based hand sanitiser regularly in between. Hand moisturiser to be encouraged to ease sore hands.
12. Children will bring pencil cases to school on the first day of term and these will then be stocked with frequently used items such as pencils and pens. These will remain in school until further notice.
13. In YR staff limit the range, and reduce the number of items, in playsets so that these can be washed at the end of each day using detergent and hot water. Staff will not provide malleable play materials such as play dough and sand and water play to reduce infection rates.
14. Keep your classroom door and windows open for air flow. Corridors and shared rooms such as rest spaces and reprographics will have windows opened at the start of the day and will remain open until the school is locked at 5.30pm. Limit the use of inside room space to your classroom whenever possible to reduce contact beyond your bubble / contact group.
15. Limit the number of children from your class using the toilet at any one time and ensure they use the one way system to access these (The quad can be used to shorten the journey around school but strictly following the one way system). Staff may choose to use disposable toilet seat covers in the adult toilets and use cleaning equipment to ensure the toilet is left clean and ready for other staff.
16. The disabled toilet adjacent to the staffroom will be used for children or adults who are unwell and for intimate care including nappy changing. The disabled toilet adjacent to Y3 cloakroom is only to be used for intimate pupil care. These toilets should not be used by other staff or children.
17. Teachers will only mix, as far as is possible, within their bubble group of staff and even then observe social distancing, this is preferably your class of 30 but may extend when needed to the year group of 60. Staff will only have direct contact with 15 children at one time and supervise a maximum of 30 in two adjacent but not mixing play spaces. TAs and support staff that work with more than one group will try and minimise cross bubble working whenever possible and the SENDOCO will consider this when mapping provision. However it is permitted for these staff to mix across a bubble if it supports the broad and balanced provision

of education for pupils. In any case these staff will ALWAYS be additionally vigilant in social distancing and infection control measures such as hand washing between contacts.

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

19. Staff who experience children biting or spitting at them will inform leadership immediately and the child will be removed to the isolation room and the staff member supported in carrying out infection control. Parents will be told to collect their child and a risk assessment will be carried out before the child can subsequently return to school. The business manager will keep a record of any such incidents to support them in tracking and reporting contact in the event of a COVID-19 case being identified in our school community. Staff should also report any contact such as children licking them or kissing them on the face as part of this logging procedure.

20. Staff who deal with pupil or colleague illness will wear PPE including waterproof face coverings, aprons and gloves and will move the ill person to the meeting room as soon as it is safe to do so. All waste and potentially contaminated cleaning materials will be placed in the hazardous waste container in the disabled toilet. Although the government notes that PPE is only required if a distance of 2m cannot be maintained from a child / adult exhibiting symptoms, at Overleigh we will always have this equipment available for added support for staff.

21. Staff will use rest spaces whilst exercising social distancing and adhering to strict time tabling to ensure they are only mixing with staff in their *bubble* group. An additional rest space will be provided in the Creativity Room to support staff in ensuring adequate space for wellbeing breaks as well as to ensure social distance is maintained. Staff will bring or be provided with a packed lunch only and bring their own cup and cutlery which will be taken home for washing. Microwaves, dishwashers and communal plates and cutlery will not be available. Dishwasher may be used for efficient and high temperature cleaning of class sets of items e.g. cups but this must be managed by the individual and not left to be loaded by support staff.

22. Staff meetings will be by Zoom at 3.30pm on a Wednesday. A staff wellbeing Zoom will be available every Thursday for staff to access as they wish to chat, problem solve and remotely socially interact. No other large groupings of children or adults will be permitted including worship, which will take place in class following a weekly programme set of Staff Share – Assemblies. .

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

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

25. Staff and children are requested to wear a new set of laundered clothes each day.

26. Staff who work in more than one school must have separate equipment sets for each school and should be especially careful if working in two schools on consecutive days. Any contact with COVID-19 in other place of work must be reported immediately to the headteacher.

27. School will close at 5.30 prompt and all staff must ensure they have left sufficient time to exit the building in good time for the site manager to lock up. Failure to do so on a regular basis could become a disciplinary matter in view of lack of consideration of the wellbeing and work life balance of colleagues as well as the financial consequences of paying over time.

Aspect	Group at Risk	Identified Risk / Hazard	Measures to Implement	DfE Guidance	Notes	Risk
Staffing including communication	Staff	<p>Exposure to cross contamination through contact with other bubbles within school</p> <p>Feelings of isolation and impact of well-being and mental health from being isolated and not having contact with colleagues across the school.</p>	<p>Red amber green RA to be carried out fortnightly by team leaders for staff to ensure their mental and physical health is taken into account.</p> <p>Weekly staff meeting by Zoom where initial standing item will be to review any procedures, report H&S concerns and explore a resolution to issues that have arisen. Staff not attending staff meeting can submit points in advance of the meeting for consideration. Not all staff will attend for the full meeting but all staff, where possible should try and attend this opening item.</p> <p>Weekly Zoom sessions to share wellbeing, support each other and manage anxiety and evaluate effectiveness of plans and adjust as appropriate.</p> <p>Remote supervision to be offered if required and Staff Assists to be signposted.</p> <p>Admin team separated from Business Manager in school, and no parents allowed in the school building.</p> <p>Materials to be shared electronically wherever possible and via external drop box only when essential.</p> <p>Site team remain largely separate in duties and socially distanced if both present.</p> <p>Additional rest room established.</p>	<p>Full staff involvement creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. Staff should be involved in assessing workplace risks. Employers and staff should always come together to resolve issues.</p> <p>School employers should have arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> . Effective . Working as planned . Updated appropriately considering any issues identified and changes in public health advice. <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health.</p>		M

			H&S group adjusted to focus on this RA and reviewing the impact of the measures taken. To meet fortnightly.			
Staffing Allocations / Rotas	Staff Children	Exposure to cross contamination through contact with other set groups of children and adults (bubbles) within school	<p>Staff assigned to cohorts of pupils to remain the same for the half term as far as is possible.</p> <p>All staff who work with the children will know the children that they are teaching well to allow teaching to be well matched and planning to be manageable for staff. Where sickness means a staff member cannot attend school then the leadership will endeavour to draw on staff that are part of the school to support continuity and wellbeing.</p> <p>Staff teams and children will operate primarily as a class group. This group will be extended over the two year group classes for specific activities. For example – an introduction input into a new topic, where the quality would best be supported by teachers working in partnership and on some occasions playtimes. In these cases social distancing must be used and if outside cannot be used then only the hall, Canteen or gym could host these groups as they are large and well ventilated spaces.</p> <p>TAs can work across more than one class. At Overleigh, as far as possible we will limit this to within a year group over the same day. TAs who work in this manner must be especially mindful of social distances and infection control and wash hands between contact groups. However, limiting staff movement and contact must not compromise the provision of a broad and balanced curriculum for</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • children’s ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>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.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could</p>		M

			<p>all pupils, including provision for children with SEN.</p> <p>Where staff deployment needs to be different in the autumn this will be discussed with individuals.</p>	<p>be asked to isolate should someone in group become ill with coronavirus (COVID-19).</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>		
Staff Autumn Leave	Staff	<p>Heightened risk of transmission.</p> <p>Pupil wellbeing impacted by unfamiliar staff working with them.</p> <p>Quality of teaching and learning impacted detrimentally due to unfamiliar / in experienced / less qualified staff.</p>	<p>Staff have been advised to avoid over-seas travel in the last two weeks of the summer that could lead to a requirement to self-isolate for two weeks.</p> <p>If a holiday has already been booked prior to this advice then staff may be given unpaid or paid leave to cover the period of quarantine.</p>	<p>As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</p> <p>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p>		L
Clinically vulnerable or extremely clinically vulnerable staff	Staff	<p>Heightened risk of infection and serious consequences of this.</p>	<p>The school will work with staff in both groups to ensure their wellbeing and wherever possible their ability to attend school and meet their job descriptions.</p> <p>Medical advice will always be adhered to and a flexible approach applied where possible, whilst recognising home working possibilities are limited for most staff in education.</p> <p>Where staff are anxious in making a return, even when guidelines state they can, line managers will work with the staff member to implement measures to address this.</p> <p>Occupational Health Advice may be</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>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.</p> <p>Advice for those who are <u>clinically-vulnerable, including pregnant women</u>, 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</p>		M

			<p>sought or the staff member directed to Staff Support Services for e.g. counselling to support them to make a partial or full return.</p>	<p>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. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>		
Wraparound Care	Children / Staff	<p>Exposure to cross contamination. Increased implications for closure or partial closure if outbreak of COVID-19 occurs.</p>	<p>Wraparound Care – Cosmic – will move to the gym permanently. This will allow for larger space, increased ventilation and possibility for physical activity and play. As far as possible children will be semi isolated into year groups i.e. 7 stations within the gym area and can include changing rooms. Activities will be separate and ready for the groups on a rota across the week to maintain interest. Items within a set of objects e.g. dolls will be kept in smaller sets to support efficient cleaning after each session. Play equipment items will be washed between sessions and children will learn to support this. Refreshments will be table based and as far as is possible, packet or dry based to reduce the possibility of direct transmission. Parents will receive an adjusted contact stating that following the social distancing procedures, acceptance of the more limited play opportunities are a condition of use. As for the rest of school punctuality will be required by parents and the</p>	<p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching and wraparound care. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</p> <p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use</p>		H

			<p>service may be withdrawn if this is not respected.</p> <p>Children will be delivered to classrooms slightly earlier than previously to avoid traffic in the corridor at peak times. At the end of the day the children will be sent / collected to go to the gym and wait at their allotted tables.</p> <p>COSMIC STAFF WILL EMAIL STAFF DAILY TO TELL THEM WHICH CHILDREN IN THEIR CLASS ARE ATTENDING AFTER SCHOOL SESSIONS.</p> <p>Business Manager will complete a separate RA for the use of the Gym space.</p>	<p>childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p>		
Children	Children	<p>Vulnerable children to be identified and provision made available for all children classed within this category.</p> <p>Provision for keyworker families to still be available for children in all year groups needing care on specific days.</p> <p>Provision and thorough RA for EHC children including provision of work being provided to children who remain at home</p> <p>Risk of cross contamination through contact with people in</p>	<p>Children will come into and leave school from a separate entrance and exit, as far as is reasonable and age appropriate. Children will be supervised by staff at all times.</p> <p>As far as possible children will mix in their class – and at most year groups. They will observe social distancing in an age appropriate way and contact with other groups will be avoided through timetabling, assignment of adults and use of one way systems in corridors.</p> <p>Lunchrooms will be allocated to <i>class</i> groups for a hot meal once a week and school packed lunches will be delivered to the children in their classrooms. Children who bring lunches from home have been encouraged to bring it in disposable bags OR a small reusable canvass bag that can be popped in their pocket to return home to reduce risk of possible transmission. Children will</p>	<p>We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. Reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will</p>		M

		<p>other bubbles around school including lunchtimes, breaktimes, cloakrooms and through repeated wearing of the same clothes.</p> <p>Provision of work for children within childcare and those children remaining at home once their year group peers have returned to school.</p>	<p>not be able to choose seating this will be allocated. Groups will be allocated specific play areas which must be adhered to. PE and other outside activities will be suspended in break areas over the break and lunch period. Children wear fresh clothes each day. Parents to be contacted by office staff where this may not be being followed and if necessary laundry can be offered at school. Children bring water bottles to school and fruit for snack if required. School snack will be ordered from the classroom and delivered there by kitchen staff. Children bring trainers or pumps for PE but do not bring kits and are discouraged from bringing unnecessary items. Book bags can be brought to and from school but this will count as the ONE bag allocation per child. Cloakrooms will not be used to support social distances. All items for staff and children will be stored within their <i>classroom</i>. Worship will take place in the classroom and all but essential activities for all curriculum areas will be classroom based.</p> <p>Pupils with SEND will be supported by the SENCO and class staff to make their return to school and manage anxiety through the use of individual plans for September start where this is necessary. Almost all children have already returned before the summer and won't require this personalised approach. This could include a social</p>	<p>not be possible for the youngest children and some children with complex needs. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>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.</p> <p>It is important to ensure good ventilation. In classrooms, it will be important that schools</p>		
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			story, daily time table and ensuring the child is familiar of where they will enter and leave and the systems in operation.	improve ventilation, (for example, by opening windows).		
Safeguarding	Staff	Systems do not work efficiently due to restricted mixing of staff and groups of children. Increase rate of disclosure following RTS.	Safeguarding policy has been adjusted. Class teachers have materials in class to ensure they can record concerns and support children to explore these appropriately. CPOMS used to record and provides instant alert to DSL and deputy DL.	Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance,		L
Behaviour Policy	Staff Children	Children risking exposing themselves and staff members to risk of infection by not following behaviour policy. Increased risk associated with threatening or aggressive behaviour such as biting and kicking.	Children who do not follow strict rules regarding social distancing and infection control will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home. Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet. They will adhere to the movement directions and restrictions. Children or parents who spit at, bite or who intentionally and knowingly flout social distancing will be removed from school and a risk assessment carried out before return is considered and actioned. Behaviour policy updated and shared with community. Will not be reviewed until January depending on social distancing requirements. Individual RA put in place for extreme behaviour to protect and support child and classmates as well as staff. Children with an additional SEND that may preclude them from following the same behaviour systems or in them	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. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and		M

			<p>understanding the systems will be supported with a plan and e.g. social stories to support their engagement and ensure they can participate safely in learning. Rewards and team points will still be collected in class and achievement praised in weekly class celebration worship.</p> <p>SENDCO / Family Support TA prepare reintegration plans for children with SEND (SENDCO) and other vulnerable pupils (TA) before the summer break. This will make clear expectations for September in terms of attendance and ensure the child understands how they will gain entry and exit from school and routines to build confidence. Parents will be asked to support this process to ensure their child attends school regularly and they have prepared them to do so over the summer break.</p> <p>Where a behaviour issue is escalating and there may be a risk of exclusion, the leadership team and teacher will work with the family at the earliest opportunity to explore issues that may be lockdown related and find ways of addressing the trauma together to reduce risk of exclusion and ensure the child can engage productively in school life.</p>	<p>behaviour and to help them reintegrate back into school life.</p> <p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>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.</p> <p>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.</p>		
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Attendance	Children	Children not accessing broad and balanced curriculum and achieving expectations for learning.	<p>Almost all children have returned to school before the summer break. School will identify those with an SEND need or vulnerability in YR-Y5 who will therefore require a return to school plan to be put in place. This will set out government expectation of all children returning to school. It will also make sure expectations are clear for September and parents understand what these are and therefore can help their children to engage. Parents will help staff record what the particular anxieties are and school staff will explain what reasonable adjustments can be made whilst ensuring the wider safety of all. Schools must be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies, e.g. a religious celebration.</p> <p>It is the Parent's duty to ensure their child returns to school in September. Sanctions will be applied including penalties if parents do not ensure their child returns to school. School attendance is mandatory from the beginning of the autumn term.</p> <p>There may be a small number of cases where children are shielding – see Gov advice on RA. PHE and Gov and well as medical advice would be followed in these cases. Remote learning would be provided by the class teacher and response monitored.</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; schools' responsibilities to record attendance and follow up absence, the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. <p>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus. Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p>		L
Transport	Staff Children	Congestion on entry / exit to school.	Carpark will remain closed until at least half term to ensure safe use of site and reduce hazard for staff and pupils.	To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system.	Staggered entry and exit not established at Overleigh	M

		<p>Heightened risk of transmission on public transport. Lateness to school due to buses being diverted and reduced capacity.</p>	<p>Children using public transport supported to wear and manage face coverings. Children who are late due to the bus will be accommodated on entry to school after 9.00 when gates close if they can confirm they left in good time for the bus and the delay was beyond their control. This is distinct from a family who are held up in traffic in their car as it is anticipated that families leave sufficient time and anticipate congestion when travelling by car. Bike racks placed convenient to children's use.</p> <p>Although they could take place from September we will avoid visits that require use of a coach for the first half of the autumn term at least, this includes swimming.</p>	<p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</p>	<p>as site can accommodate multiple entry / exits and parents would have to wait for siblings.</p>	
PPE	<p>Staff</p> <p>Children</p>	<p>Protection of staff from risk of exposure to virus around school and communal areas.</p> <p>Provision of PPE equipment within school and correct usage of items</p> <p>Protection of staff during provision of first aid / dealing with sickness and children or staff presenting as unwell / continence issues</p> <p>Wearing of PPE equipment -including</p>	<p>Staff will wear gloves, facial covering and, where appropriate, a waterproof one and an apron when administering first aid.</p> <p>If supervising a colleague or pupil who is unwell and awaiting collection from school staff will wear full PPE – stored in the isolation room and aim to maintain a distance of 2m.</p> <p>Staff who have an increased vulnerability to infection of the virus due to medical need or condition, are pregnant, have vulnerable family members at home or due to their ethnicity may decide to wear a visor and or face covering at all times in the workplace to further reduce their risk. RA completed for each individual.</p>	<p>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:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p><u>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</u></p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</p>		H

		<p>masks - for children within school</p> <p>Enhanced risk assessments for high risk groups</p>	<p>Children may wear a facial covering to school, if their parent requires and or they are using public transport to travel to school. Staff will support children to manage these. Where very young children are struggling to manage face coverings independently staff will discuss with parents the way forward.</p> <p>Contenance issues and soiling will be managed by staff as far as is possible using changing mat and staff positioning themselves near the child's head. The dignity of the child will be preserved at all times, but the approach used will be primarily to ensure staff protection. Where staff protection may be compromised providing intimate care, parents will be contacted, and ways forward agreed whilst maintaining the safety and dignity of the child and a provision of broad and balanced curriculum.</p> <p>Where children engage in spitting and biting a member of the leadership team will supervise them wearing a waterproof mask and eye covering as well as gloves and an apron until parents can collect their child.</p> <p>Government guidelines state this is not necessary, but we believe it is for the well-being of staff and ensuring they are supported in carrying out their duties as safely and confidently as possible.</p>	<p>Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>		
Physical /Site Building	Staff	<p>Wider access to school building for people other than staff and children</p> <p>Social distancing measures within the</p>	<p>Carpark closed to parents to allow area to be used for play and drop off / pick up and staff to social distance their vehicles.</p> <p>Channels for the teacher to be created behind the desks for teachers to move safely.</p>	<p>Outdoor playground equipment should be more frequently cleaned.</p> <p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.</p>		M

		<p>classroom to allow space for children and staff</p> <p>Accessibility to equipment that cannot be easily wiped down and cleaned making it a hazard of cross contamination</p> <p>Access to school and associated buildings, including access to Nursery for parents etc</p> <p>Access to outside play equipment which cannot be cleaned adequately after each child's use.</p> <p>Provision of lunch and break time routines to prevent groups mixing and risk of cross contamination</p> <p>Access to hand washing stations and sanitiser across school</p>	<p>All furniture and equipment that is not being used, including soft furnishings which cannot be cleaned, is to be sectioned off or stored elsewhere to provide more space.</p> <p>Cloak rooms to be left empty and coats on the back of chairs. Doors to be propped open.</p> <p>Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary. One bag is allowed.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>One-way circulation to be implemented for outside the building. Agility trail and KS1 play area reopened but for specific group use.</p> <p>Hand washing stations with <i>hands free bins</i> to be set up in every classroom.</p> <p>Hand sanitiser in every classroom – note this is highly flammable so must be kept away from heat sources and possible fuel sources such as paints, paper stacks and cleaning products. Moisturiser also available to ease eczema and prolong consistent use. Handwashing promoted over sanitiser. Wash stations in every classroom and additional stations in school grounds – soap freely available. Handwashing at set times on entry to sch, after break, before and after lunch, before and after PE, and before going home as well as after using the toilet.</p> <p>Tissues to be readily available in every classroom.</p>	<p>Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins.</p>		
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CATCH-UP	Staff Chil dren	Children's achievement may have been affected from prolonged absence from school and this must be addressed in a timely manner.	Once funding arrives and specific assessments of needs have been completed by class teachers, leadership will deploy strategies to provide Catch-Up support.	Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. £650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <u>guidance on effective interventions to support schools</u> .		M
Curriculum	Chil dren	<p>Impact on emotional wellbeing and mental health following the lockdown measures and summer break.</p> <p>Achievement not being as it should be.</p> <p>Prerequisite skills not embedded so children ill prepared for next phase of learning.</p>	<p>Staff are working with receiving teachers in the summer term to ensure they understand what has and has not been covered across the curriculum with their class.</p> <p>Assessments in place prior to summer and early in autumn term to quickly identify gaps in learning so that learning can be adjusted to support this.</p> <p>Teachers plan for the full breadth of curriculum but focusing on the essential areas of knowledge and skills that need to be understood to support children in life long learning. Subject leaders support staff in ensuring they are aware of what parts of the curriculum are essential to support future learning.</p> <p>Staff consider use of technology to provide experience and knowledge of environments beyond their local area and to stimulate interest and learning. Staff ensure the curriculum remains engaging, interesting and stimulating for the children whilst supporting our planned Intent, Implementation and subject leaders assess the impact of this.</p>	<p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.</p> <p>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.</p> <p>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</p> <p>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</p> <p>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.</p>		L

				<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p>		
Remote Education	Staff Children	Learning is interrupted by lockdown, quarantine or shielding.	All staff will plan for a two week unit of work, during the first week of the autumn, in preparation of further isolation from school for pupils. Leadership will continue to explore possible Learning Platforms and recourses that can be used to ensure high standards and continuity of learning whilst remaining conducive to staff wellbeing and workload management.	Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.		L
Pupil Wellbeing	Children	Children, especially those who have not returned before the summer may experience emotional and social challenges	Staff have completed Trauma Informed training in preparation to support children. PSHE lead delivering Scheme of Work to include Mental Health and wellbeing support for pupils at staff Inset on 1 st September. Senior	<p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</p> <p>Schools should consider the provision of pastoral activities to all pupils designed to: support the rebuilding of friendships and social engagement</p>		M

		due to prolonged time away from school.	leaders will be monitoring the impact of this alongside the subject lead. Specialist TAs and play therapists provide additional wellbeing support, individually or in small groups whilst following social distancing guidelines or remotely.	address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing		
PE	Staff Chil dren	Increased risk of transmission through equipment and pupil contact.	PE equipment for sessions PE coach sessions will be kept in separate bins and will only be used by one group within a day. At the end of a day / session the equipment will be power washed with disinfectant and water and restored in bins for the next session. Teachers will need to collect their own equipment for PE and ensure this is bagged after there session and returned after 72hours OR jet sprayed as above. Contact sports will be avoided and hands must be washed before and after the sessions. If it is wet, then only the gym or hall can be used for PE with all windows / doors open.	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.		M
Lunchtimes	Chil dren	Access to school building when unaccompanied including toilet provision Provision of first aid where required. Communication around school between teacher / MDAs / admin team etc	Children are not to access the building during lunch time unless for toileting and only then, if it can be assured where possible, that they will only be with children from their own class. Children will be encouraged to go to the toilet before lunch, after they have eaten, and on coming in from play when this can be supervised properly. Lunch staff and <i>classes</i> have own first aid to manage and record all incidents. If incident requires emergency care or for pupil to go home, then radio to be used to call for site team and head to isolate pupil	Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms		M

			/staff member. Admin contact family / parents as appropriate.			
Movement-Parents	Parents Staff	Increased risk of exposure if parents enter school building and during potential contact times of pick up / drop off – including management of younger siblings	Parents should not enter the school building under any circumstances. Markings on the floor for one way only around the school for drop offs and pickups. No-go zone for teachers to stand in and release pupils Parents asked to keep younger siblings next to them during drop off and pick up.	Encouraging parents and children and young people to walk or cycle to their education setting where possible Use signage to guide parents and carers about where and when they should drop off and pick up their children		L
Visitors to Site	Staff / Pupils	Increased transmission risk and requirement for precautionary isolation due to exposure to multiple groups.	As far as is possible we will cover staff absence within our staff team to provide continuity for the children and minimise transmission risk and possible exposure to the virus. Music lessons, pre and after school enrichment clubs will not re start in the autumn term. Where possible therapeutic support will be offered using on line face to face systems. No volunteers will be permitted for at least the autumn term. Contractors etc will be kept to the absolute minimum and if possible attend school when staff and children are not present. Business manager ensures the Inventory record is functioning as it should to provide a record in case of COVID-19 case being confirmed to support liaison and information sharing with Public Health England health protection team. All staff must enter and leave school via the front entrance and sign in via the Inventory electronic system.	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff		M

				working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.		
Working Hours	Staff	Access to school buildings to prevent exposure to other staff groups (cleaners / site team etc)	<ul style="list-style-type: none"> ▪ Staff should only enter the main school site between 7.30 and 8.30. The school building will be closed each day at 5.30pm ▪ Cleaners in and completed duties before 7.30am 			L
Premises checks	Staff	<p>Provision of increased monitoring of hot / cold water systems following long period of school closure</p> <p>Monitoring of gas supplies around school</p> <p>Monitoring of kitchen equipment around school</p> <p>Security around school. Including general procedures</p> <p>Ventilation of school buildings to ensure free flow of air around all rooms and communal areas such as hallways</p> <p>Consideration of other points in reference to premises and site management</p>	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <p>Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</p> <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <p>Hot water generation servicing to continue in line with manufacturers’ criteria.</p> <p>Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</p> <p>Regularly check hot water generation for functionality and if required, temperature recording</p> <p>If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</p> <p>Gas safety</p>	It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak .		M

		<p>Do not isolate gas supplies to boilers and hot water generation To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation.</p> <p>Gas safety checks including gas detection/interlocking Fire safety Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. Carry out weekly checks of alarms systems, call points, and emergency lighting.</p> <p>Carry out regular hazard spotting to identify escape route obstructions. Check that all fire doors are operational. Fire drills should continue to be held as normal.</p> <p>Kitchen equipment Equipment that holds water, for example dishwashers and combination ovens</p> <p>Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.</p> <p>Security</p> <p>All areas of the school should be kept secure.</p> <p>Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.</p> <p>Check that access control and lockdown systems are operational.</p> <p>Ventilation</p>			
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			<p>All systems to remain energised in normal operating mode. Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Where possible, occupied room windows should be open. Ventilation to chemical stores should remain operational.</p> <p>Other points to consider Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. Update keyholder information. Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</p>			
Toilet facilities	Children	Mixing of different groups / bubbles resulting in increased exposure risk	Pupils should only enter two at a time into toilets and stand apart when washing their hands.	Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time		H

		<p>Extra cleaning provision of toilets where possible</p> <p>Regular checks on toilets to ensure materials are restocked frequently.</p>	<p>Toilets to be given a refresh clean by Dave Flynn mid - and after lunch sessions by cleaner.</p> <p>Soap supply to be topped up daily and caretaker to monitor and ensure cleaning of toilets is thorough.</p>			
First Aid	<p>Staff</p> <p>Children</p>	<p>Provision of first aid to ensure no mixing between bubbles and groups</p> <p>Procedures for recording first aid incidents and actions in case of serious injury</p> <p>Removal of hazardous waste including vomit and other bodily fluid.</p>	<p>All class areas have First Aid stores to administer and record and to avoid sending children to offices etc.</p> <p>All MDAs have First Aid Bum Bags and record books.</p> <p>PPE should be worn (gloves and masks) when dealing with a first aid incident. Aprons and eye protection and waterproof face coverings if needed.</p> <p>Serious injuries will be moved (if safe to do so) to isolation room and parents / emergency support contacted.</p> <p>All items used to clean up fluid including vomit to be double bagged and placed in hazard waste bin in disable toilet.</p> <p>All reusable ice packs stored and disposable ones to be used for foreseeable future.</p>			H
Cleaning	Staff	<p>Cleaning provision of school after every school day</p> <p>Extra provision for cleaning during initial return to school and for key contact areas</p> <p>PPE equipment for cleaners including gloves</p>	<p>Toilets will be deep cleaned during and at the end of each day.</p> <p>Toilets will be sprayed by the caretaker during the lunch period and after break with suitable cleaning detergent.</p> <p>Tables and contact points must be cleaned regularly and thoroughly before start of each day.</p> <p>Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails,</p>	<p>discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</p> <p>allow the COVID-19: cleaning of non-healthcare settings guidance</p> <p>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</p>		H

		Provision of cleaning materials for staff and need for extra cleaning of items such as play equipment	armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. Bins must be emptied before they are full and at least once daily. Cleaners to wear long gloves. Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink. Staff have stores of wipes and washing up liquid to clean items though out the day and in YR play materials at the end of the day. Parents of children in YR who have sensory needs, which may have regressed during lockdown, and mouth objects will complete a risk assessment with staff to explore risk and possible actions to reduce this.			
Communication to and from Parents	Staff Parents	Ensure that Communication with parents is conducted in a safe / contact free manner to prevent risk of exposure / cross contamination	Essential correspondence sent out via Parent Mail. Any forms or messages from parents should be emailed to the admin account. Drop box in place outside office.	tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)		M
Procedures for medical care, isolation and confirmed cases	Children Staff	Procedures for dealing with children staff who are unwell, including those presenting with Covid-19 symptoms Accessibility to testing for staff and children	PHE advice and track and Trace systems that are recorded in this RA will be followed at all times. In addition: <ul style="list-style-type: none"> • Use of isolation sick bay if symptoms are apparent – meeting room. • See also use of PPE for those caring for them. 	Schools must ensure they understand the NHS Test and Trace process and how to contact their local <u>Public Health England health protection team</u>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <u>book a test</u> 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		H

		<p>Return to school and / or work for those staff / children who have tested positive or negative</p> <p>Engagement in Testing and Track and Trace</p> <p>Implications for members of household where case has been confirmed.</p>	<ul style="list-style-type: none"> • Parents / families to be called and children to be sent home as soon as possible if they develop symptoms. • Tests allocated to school to be kept in locked medical cabinet in the school office. • Business manager holds summary contact record for all staff to liaise with PHE efficiently and reviews this fortnightly to ensure a accurate account is held. • If a child / staff member is sent home with what is highly suspected COVID-19 symptoms and is awaiting a test then school will notify parents without specifying the name of the person involved. This will be a measure to raise awareness and is precautionary before the confirmation of a test. • Where a child presents as feeling unwell and this may not be COVID -19 symptoms, staff will be proactive in contacting parents and sending children home as a precautionary measure. • All families and staff are asked not to send children / come to school if they are unwell or suspect they may not be well enough to come to school. 	<p>children aged 11 and under will need to be helped by their parents/carers if using a home testing kit provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace</p> <p><u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <u>NHS testing and tracing for coronavirus website</u>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test: if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>if someone tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 7 days from the onset of their symptoms and</p>		
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				<p>then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has</p>		
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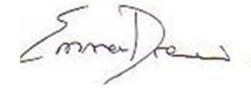
				<p>been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and: if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <p>if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u></p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on <u>testing and tracing for coronavirus (COVID-19)</u>.</p> <p>9. Contain any outbreak by following local health protection team advice</p> <p>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.</p>		
Contingency Plans for Outbreaks		Education for children is interrupted by further partial or total lockdown.	Business manager, site team, head and deputy to write a contingency plan at the start of autumn term once we know the circumstances following the break. If the situation has changed radically from the one planned by the government for September we would	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and		M

			either: just open for key workers and vulnerable children, or open again on a rota for all year groups. These measures would only be used if safe to do so and whole school opening is not viable.	the children of critical workers, and providing remote education for all other pupils.		
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Completed: 01.06 2020

Updated: 03.07 2020

Signed:



Headteacher