COVID-19 risk assessment – Full re-opening of schools

Site / school name:	

Name(s) of person(s) covered by this assessment:	▪ Students
	▪ Staff:
	    ▪ Classroom based staff
	    ▪ Catering staff
	    ▪ Cleaning staff
	    ▪ Office staff
	    ▪ Premises / site staff
	    ▪ SMSAs
	▪ Contractors

Tasks and activities covered by this risk assessment:	▪ Full re-opening of schools from 8 March 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students
Equipment and materials used:	▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment
Location(s) covered by this risk assessment:	▪ All school premises and grounds

Name of person completing this risk assessment:	R Williams / K Taylor	**Date of completion:**	25/03/21
Risk assessment approved by:	R Williams	**Date of approval:**	26/03/21
Date risk assessment to be reviewed by:	Summer Term 2	**Risk assessment no:**	Version 10

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Record of risk assessment reviews					
Date of review:	24 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	- Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. - Main changes are: - DfE guidance notes removed, page references included only - Updated system of controls - Use of face coverings in secondary schools - Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) - Latest information on CEV and CV persons and those at increased risk from COVID-19. - Updated guidance on curriculum provision and wraparound provision - Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance - Added contents page for easier navigation through this template
Date of review:		Reviewed by:		Comments / date of next review:	
Date of review:		Reviewed by:		Comments / date of next review:	

Contents

System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

Prevention

You must always:

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

In specific circumstances:

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

Response to any infection:

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

Risk assessment	
What are the hazards?	▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. ▪ Potential for spread to other family members / persons.

Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.

This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 22 February 2021.

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	SYSTEM OF CONTROLS – PREVENTION			
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)				
▪ Is there a procedure for managing suspected or positive cases of coronavirus? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed? ▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ▪ Have welfare staff and others been trained in measures to take? ▪ Have welfare staff and others been provided with PPE and training on its use?	**Procedure and training** ▪ Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home. ▪ E mail address linking directly to suspected and confirmed Covid cases set up – office staff to regularly monitor inbox. ▪ If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and	SLT / Office Team	On-going	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so?	should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.
	▪ If a child is awaiting collection, they are moved where they can be isolated behind a closed door (in the drama studio). A door should be opened for ventilation. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people.
	▪ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (Staff toilet in reception) if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.
	   ▪ PPE, which is available in the first aid room (school office) will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)](#) guidance.
	▪ Member of SLT on site to contact PHE using the surrey flow chart procedure. (see appendix 1)
	   ▪ In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.
	   ▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close
		Office Team
		
		HT / SLT		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

	contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.
	▪ The Infection Control Policy and Cleaning in non-healthcare settings guidance to be followed to clean the area.
	▪ Attendance officer / HR Officer to monitor and isolating pupils and staff along with records of their isolation periods / end dates.
	▪ Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy
	    ▪ Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance
	    ▪ Training delivered to all staff during training conference September inset and updated guidance shared with staff during regular CPD/briefing meetings
	
	Communication
	▪ Health and Safety Policy has been updated in light of the COVID-19 advice
	    ▪ All staff, pupils and volunteers are aware of all relevant policies and procedures
	    ▪ Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must
		Office Team
		
		SLT
		
		SBM / SLT		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	not send their child to school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national Stay at Home guidance.	SLT		
	▪ Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell.			
	▪ Training delivered to all staff during training conference September inset, reminders and updates at twice weekly staff briefings	SLT / CT		
	▪ School community kept informed by Parentpay, website and social media updates. Weekly newsletter to all parents and carers. Regular reminders to all parents of expectations of when not to send child in to school – PHE information sheet on website	SLT		
	▪ Meetings with parents, carers and visitors should be after school hours or virtual if possible. **Visitors** ▪ External visitors are not permitted to enter the school unless a pre-arranged meeting has been confirmed and all procedures made clear.	SLT / Office Team		
	▪ All visitors to site to use Entry sign system to sign in so that records of any persons who have been on site are kept and they can be contacted in the event of an outbreak. ▪ Face coverings to be worn by visitors on arrival until in meeting room	Office / SLT		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. ▪ Where visits can happen outside of school hours, they should. A record will be kept of all visitors**.** Face coverings to be worn by visitors on arrival until in meeting room. **School Gates/Entrances** ▪ Parents and carers are discouraged from entering the school site and this is clearly communicated. ▪ All meetings to be held via school cloud or teams. In exceptional circumstances meetings in site may be arranged in advance. ▪ Signage on gates and buildings detailing safe social distance and face covering reminders	SLT Office Team / site manager		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

2. Ensure face coverings are used in recommended circumstances (DfE page 11)

▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.
▪ Safe wearing of face coverings requires the:
    ▪ Cleaning of hands before and after touching – including to remove or put them on –
    ▪ Safe storage of them in individual, sealable plastic bags between use.
▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.
▪ Pupils must be instructed to:
    ▪ Not to touch the front of their face covering during use or when removing it
    ▪ Dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
    ▪ Place reusable face coverings in a plastic bag they can take home with them
    ▪ Wash their hands again before heading to their classroom
▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to
	▪ Pupils arriving at school wearing a face covering instructed to remove them. Children under 11 do not need to wear a mask in school but can choose to do so.
	▪ They must then immediately wash their hands and dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, they then sanitise their hands again before heading to their classroom.
	▪ Bins at all entrances for removed face coverings.
	▪ Trust-wide requirement for all staff to wear face coverings all public spaces in all schools. This would include hall, corridors, staff room. This does not include class rooms. Mask are not required when in a meeting room or office space provided that the room is well ventilated and the number of occupants does not breech the number permitted.
	▪ Face coverings must be properly used and disposed of. The wearing of a face covering is one of many protective measures and all measures must be used appropriately to maintain the safety of all staff.
	▪ Face shields are not a replacement of face masks and should only be used when staff are except from face masks or when working with HI or SEND, where appropriate.
	▪ Staff in lunch hall required to wear masks and provided with visors in addition if required
		All Staff
		
		All Staff
		
		SLT / MDS		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
face coverings. You should have a small contingency supply for people who: ▪ Are struggling to access a face covering ▪ Are unable to use their face covering as it has become damp, soiled or unsafe ▪ Have forgotten their face covering ▪ Face visors are not an alternative to face coverings ▪ Is there an understanding of exemptions for wearing of face coverings?	▪ Face covering are available for staff if they need a replacement or have forgotten their mask. These can be found in the first aid room. ▪ Where staff are exempt from wearing a mask this will be agreed with SLT and an individual risk assessment will be given. ▪ Government guidance states that; Some individuals are exempt from wearing face coverings. For example people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs. ▪ All parents and carers are asked to wear a face covering when dropping and collecting children and using the school on way system. ▪ Staff on the school gates to be provided with personal visor or face covering ▪ Where masks are needed eg school trips on the coach, procedures for removing and dealing with masks will be clear on the trip risk assessment and this will be communicated with parents. ▪	SBM		
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)				
▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.	Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the	All Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#). ▪ The School will ensure that pupils clean their hands regularly; • when they arrive at school • return from breaks • when they change rooms • before and after eating. ▪ Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. ▪ The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy. ▪ Twice weekly briefings to remind staff of hygiene expectations. ▪ Sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitisers are available in classrooms and other learning environments. Cleaning supplies will be regularly reviewed and reordered	All Staff SLT Office Team		
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	▪ 'catch it, bin it, kill it.' signage around school site. ▪ All classrooms have sufficient bins and tissues. Teachers to regularly check supplies. ▪ Hygiene routines explained via social stories for those pupils with complex needs. ▪ Individual risk assessment for identified pupils. SEN/EHCP children to have updated risk assessments completed before returning to school. Parents to sign agreed risk assessment. ▪ Twice weekly briefings to remind staff of hygiene expectations. ▪ All staff have access to near miss record via Teams. ▪ Weekly update in staff newsletter to brief staff regarding expected hygiene standards. ▪ Bins at all entrances for removed face coverings. ▪ Staff wearing face coverings must ensure that they are properly used and disposed of. In addition to facemasks, other measures will be used for effective management of the risk in schools.	Office Team Inclusion Team Inclusion Team / SLT SLT SLT All Staff		

5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)

Enhanced cleaning regime

▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take?
▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?
▪ Are bins are emptied throughout the day?
▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.
	▪ School caretaker to clean handles and toilets, empty bins during afternoon work hours.
	  ▪ Class teachers to clean sink, tables and work surfaces
	  ▪ Computing suite timetable ensuring one year group bubble can use per day. After each class has used the computing suite, cleaning to take place during the school day and at the end of each day.
	  ▪ School Ipads to be used within year group bubbles and cleaned after each use.			

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Hazards from using new or different hazardous products				
▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Ensure that any significant findings or precautions are shared with those using the products. ▪ It should be noted that in most if not all cases these will be lower risk items.	▪ Any hazardous substances that are used as a result of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Any significant findings or precautions will be shared with those using the products.	Site Manager / SBM		
Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area				
▪ Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? ▪ Is the appropriate PPE being used? ▪ Are appropriate cleaning products or methods being used?	▪ Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance ▪ PPE, which is available in the first aid room (school office) will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.	Caretaker / Site Mananger		
Contaminated waste				

▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be:
  ▪ Put in a plastic rubbish bag and tied when full
  ▪ The plastic bag should then be placed in a second bin bag and tied
	▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.
	▪ These bins will be securely stored in the outdoor storage shed until negative test results are known or the waste has been stored for at least 72 hours before put into communal waste
		Site Manager / SBM		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- This should be put in a suitable and secure place and marked for storage until the individual's test results are known - This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. - If the individual tests negative, this can be disposed of immediately with the normal waste. - If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.				
6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)				
How to group children				
- Consider the minimum size groups you can manage whilst delivering the curriculum. - Can consistent groups be maintained wherever possible? - Are pupils able to socially distance? - Does the layout of the building make it easier or harder to keep groups separate? - Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. - Social distancing should be reinforced within groups, particularly for older children. - Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? - Are cleaning arrangements in place for shared spaces?	- The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate in year group bubbles and through maintaining distance between individuals. Where possible, the school will increase protective measures put in place between classes to reduce the risk and likelihood of a year group bubble closure. - The balance between the Bubbles and social distancing is based on: - Pupils ability to distance; - The layout of the school site; - The feasibility of keeping distinct groups separate while offering a broad curriculum - Where staff need to move between classes and year groups (eg PPA and interventions), where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.	SLT / All Staff All Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

	▪ PPA team to work across the school adhering to all protective measures.
	   ▪ Where possible, staff have been assigned to work within 1 year group bubble to reduce risk
	   ▪ Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.
	   ▪ **Contact definitions:**
	   ▪ **Direct close contacts:** Face to face contact with a case for any length of time, within 1m, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer.
	   ▪ **Proximity contacts:** Extended close contact (within 2m for more than 15 minutes) with a case
	Pupils should be supported to maintain distance and not touch staff and their peers.
	Where guided teaching is taking place, adult to be socially distanced, where possible from children and other adults. Face to face guided teaching should be no more than 15 minutes
	▪ Large gatherings such as assemblies are avoided and where possible, presented virtually. Bubble groups kept apart.
	▪ Interventions where children from different bubbles are present will take place outside and children from different bubbles will be at a social distance.
	▪ The timetable is revised to implement where possible:
	   o Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;
	   o Maximise the number of lessons or classroom activities which could take place outdoors;
		Teaching and Support Staff
		
		YGLs		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

	o Assemblies to take place virtually and one year group per week to attend 'whole school' assembly in the hall;
	    o Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;
	    o Each year group will have an allocated day for use of the library and the computing suite. This must be cleaned after use by staff.
	▪ Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.
	▪ Mixing within education or childcare setting is minimised by:
	    o accessing rooms directly from outside where possible;
	    o Division down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;
	    o staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;
	    o The number of pupils using the toilet at any one time is limited;
	▪ The use of shared space such as halls is limited and there is cleaning between use by different groups;
	▪ Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.
	▪ Bags are allowed.
		All Staff
		
		SLT / YGLs		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. ▪ Rules on hand cleaning, cleaning of the resources and rotation apply to these resources. ▪ Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared;			
Measures within the classroom				
▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher's desk should be maintained as far as is possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc. ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? ▪ For students with more complex needs who require more support then additional control measures e.g. PPE will be needed for staff.	▪ Desks in classrooms to be rearranged so that all face forward and children's are side by side. ▪ Classrooms and other learning environments are organised to maintain space between seats and desks where possible. ▪ Pupils to be allocated a desk that they are to use each day ▪ Pupils to bring own plastic bag of writing implements – PP pupil packs available (to be name and kept in school) ▪ Staff should be socially distanced from other adults and children where possible, especially when moving between bubbles. ▪ Teaching space at the front of each classroom to remain marked. Minimise the distance between staff and pupils – less than 1 minute face to face under 1m / up to 15 face to face 2m ▪ Class teachers to be responsible for opening / closing doors and windows each day. Windows and doors should be open to allow for adequate ventilation ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at lunchtime. Bacterial spray and kitchen roll available in in small cleaning boxes (1 per class) ▪ Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned	SLT / Teaching Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, DT, art and science equipment are 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; ▪			
Measures elsewhere				

▪ Ensure that large gatherings involving more than one group are avoided
▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times.
▪ Plan time for cleaning between groups using shared spaces.
▪ Consider how staff rooms can be set up to maintain distancing.
	▪ The staff room is out of bounds, unless staff are making drinks or collecting lunch from the shared fridges. The staffroom is set to limit occupancy of 6 at any one time.
	  ▪ All staff are responsible for filling and emptying the dishwasher. No washing up.
	  ▪ In all shared spaces, staff can use when socially distancing is viable.
	  ▪ Courtyard my be used by 6 members of staff for breaks as it is classed as 'outside'
	▪ Drama studio out of bounds for suspected Covid cases
	▪ Library used on a rota (one year group per day)
	▪ No provision of whole school assemblies in the hall – assemblies, including achievers, will be delivered virtually to the whole school via Teams.
	▪ Year group bubbles allocated 1 x weekly hall space for year group assembly
	▪ Outside spaces to be used where possible and playground equipment can be used where safe to do so.
		SLT / All Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Whole school timetable to reflect use of shared spaces to ensure bubbles do not mix and cleaning to take place between room use. ▪ Staggered break and lunch times to reduce groups moving around the corridors. ▪ School timetable/breaks to allow staff to use staffroom in reduced group sizes. ▪ Signage to remind staff to wipe down shared equipment. Anti-bacterial spray and kitchen roll to be used after each use of white goods. ▪ Hand sanitiser to be widely available throughout shared area ▪ Limited numbers in toilets – signage in place to indicate 5 children in the toilets at once. 1 x reception toilet and upstairs toilet available for children. ▪ Signs on rooms that are shared spaces (eg. Learning Hubs) to indicate the number of people safely allowed in the space. ▪ Perspex screen in be placed in front and back offices			
Measures for arriving at and leaving school				
▪ Consider staggered starts or adjusting start and finish times to keep groups apart. ▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary.	▪ Increased visibility of SLT and office staff on school gates ensuring that parents/carers do not wait by or between the school gates. Members of staff and signage advising parents and carers to maintain a safe, social distance in and around the school. ▪ Additional measure including cones and safety fence panels introduced to the one-way system to ensure all parents/carers follow safety measures. **Staggered Start times:** ▪ **Year 3** (enter through side gate by main reception following one-way system)	SLT Caretaker / Site Manager		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	- Emerald 8.30am Coral 8.40am Amber 8.50am **Year 4, 5 and 6** enter through wooden gate and follow one-way system. Exit through car park - Year 4 - 8.30am - Year 5 - 8.40am - Year 6 - 8.50am **Staggered Break time** 10:15am – 10:30am: Year 3 10:35am – 10:50am: Year 4 10:55am – 11:10am: Year 5 11:15am – 11:30am: Year 5 **Staggered Finish times:** - Year 3 Emerald 2.50pm Coral 3:00pm Amber 3.10pm - Year 4 - 2.50pm - Year 5 - 3.00pm - Year 6 - 3.10pm - Bins at all entrances for removed face coverings. - Parents and carers required to wear face covering for drop off and pick up - Parent letter and information pack sent to via parent pay w/c 01/03/21 all information also available on school website. Reminders on social media.	SLT / Teaching Staff SLT / Office Team		
Travelling to school				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Promote walking or cycling to school where possible. ▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11. ▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks. ▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical.	▪ Where possible, transport arrangements are organised to cater for any changes to start and finish times; ▪ Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus; ▪ Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers; ▪ Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). ▪ For more information on home to school transport, please refer to SCC guidance in safer working for home to school transport. ▪ Parents and children will be encouraged to walk or cycle to school. ▪ Advice children using public transport to practise rigorous hygiene. Washing and sanitising before and after journey	Inclusiom Lead / HI Base		
Other considerations including SEND and visitors to school				
▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures. ▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept to support NHS Test and Trace.	▪ Social stories to be used to reinforce new expectations. ▪ Teachers and Learning support assistants to ensure that all expectations are shared clearly and in appropriate ways for all children (e.g. Use of Widget alongside school rules, using social stories, social skills groups). ▪ Individual risk assessments and individual behaviour support plans in place for those children who need them and are at risk of breaking expectations. ▪ Speech and Language therapists are informed of our procedures and updated with any new	Inclusion Lead / Teaching and suport staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. ▪ Also see specific section on EHC.	guidance/information. They follow guidance in our risk assessment. ▪ All visiting professionals are informed of our school procedures and follow our risk assessment. Where possible all meetings are conducted remotely. ▪ Interventions continue following the guidance set out in our risk assessment. Staff are aware of all guidance and follow procedures set out in the risk assessment when conducting any interventions. ▪	Inclusion Lead SLT / Inclusion Team		
Equipment				
▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible and kept within bubbles? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently? ▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment.	▪ Pupils to bring own plastic bag of writing implements – PP pupil packs available (to be name and kept in school). ▪ Pupil allocated school resources at the start of the school year and these should be kept in each child's plastic bags. ▪ Pupils to bring in PE kits in kit bag which must be taken home and washed once weekly. Year Group Leaders to communicate clearly to parents. ▪ Where possible year groups to make their own arrangements for pupils to arrive in PE kits to minimise mixing when changing. ▪ Shared resources within school to be cleaned after use. ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at lunch time. Bacterial spray and kitchen roll available in in small cleaning boxes (1 per class) ▪ Marking to follow school policy ▪ Outdoor playground equipment cleaned more frequently.	SLT / Teaching staff		
Parent pick-up and drop-offs				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ How will arrangements for pick-up and drop-offs be communicated to parents? ▪ How will gathering at the school gates be monitored and managed? ▪ How will appointments be managed?	▪ Parent letter and information pack sent to via parent pay w/c 22/02/21 all information also available on school website. Reminders on social media. ▪ Increased visibility of SLT and office staff on school gates ensuring that parents/carers do not wait by or between the school gates. ▪ Members of staff and signage advising parents and carers to maintain a safe, social distance in and around the school. ▪ Additional measure including cones and safety fence panels introduced to the one-way system to ensure all parents/carers follow safety measures. ▪ **Staggered Start times:** ▪ **Year 3** (enter through side gate by main reception following one-way system) Emerald 8.30am Coral 8.40am Amber 8.50am ▪ **Year 4, 5 and 6** enter through wooden gate and follow one-way system. Exit through car park ▪ Year 4 - 8.30am ▪ Year 5 - 8.40am ▪ Year 6 - 8.50am ▪ Parents and carers are discouraged from entering the school site and this is clearly communicated. All meetings to be held via school cloud or teams. In exceptional circumstances meetings in site may be arranged in advance.			
7. Keep occupied spaces well ventilated (DfE page 21)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
• If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. • Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. • Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. • Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. • Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved. • Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas. • With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.	• No air conditioning used in the school (only exception is in server room which is used by only one member of staff). • Air conditioning units are up to date with servicing. • Teachers to open windows in their classroom at the start of each day for ventilation. • ICT suite, music lodge rooms and library – open windows for ventilation • Doors in corridors propped open to aid ventilation through the school	All STaff Site Manager		
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)				
• Reference to PPE for specific higher risk situations means: • Fluid-resistant surgical face masks (also known as Type IIR)	• All recommended PPE equipment available from the school office. • Office staff available for first aid if required.	Office Team		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- Disposable gloves - Disposable plastic aprons - Eye protection (for example a face visor or goggles) - The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: - A face mask should be worn if a distance of 2 metres cannot be maintained - If contact is necessary, then gloves, an apron and a face mask should be worn - Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting - Where staff have been identified as needing PPE, have they been provided with appropriate supplies? - Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?	- No children in admin office - Front office with plastic chairs for first aid. - waiting children in reception. - Staff to wear face masks when administering first aid. - One child and first aider in first aid room at a time. - Basic first resources to be made available in each classroom - PPE provided for first aiders and 1 to 1 with intimate care. If first aid is administered the first aider must wear the PPE equipment provided. - Drama studio room set up for isolation if necessary with equipment. Do not enter sign. - First aid to be recorded on weekly sheet (only touched by first aider) - Trust-wide requirement for all staff to wear face coverings all public spaces in all schools. This would include hall, corridors, staff room. This does not include class rooms. Mask are not required when in a meeting room or office space provided that the room is well ventilated and the number of occupants does not breech the number permitted. - Face shields are not a replacement of masks	Office Team All Staff		
9. Promote and engage in asymptomatic testing, where available (DfE page 23)				
- Communicate and promote importance of asymptomatic testing - Refer to asymptomatic testing section below for further information and assessment.	- Staff can voluntarily opt in for the lateral flow testing and will report results to NHS and the school - This has been communicated to all staff and a clear process has been set up using Teams and Microsoft forms. - Members of staff have been allocated the key roles and the process is fully embedded.	SLT / SBM / Office Team		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION			
10. Promote and engage with the NHS Test and Trace process (DfE page 23)				

▪ Is there a clear understanding in the school around NHS Test and Trace procedures?
 ▪ Have the requirements around symptomatic testing been communicated to all parties?
 ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible?
 ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.
 ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place.
 ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app.
	▪ NHS Test and Trace process to be followed and understand how to contact their local Public Health England health protection team. Staff members and parents/carers understand that they will need to be ready and willing to:
	     o book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All pupils can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
	     o 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
	     o self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
	 ▪ Staff can voluntarily opt in for the lateral flow testing and will report results to NHS and the school
	    ▪ A small number of PCR home testing kits available in school to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.
		SLT / Office Team		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ The school will inform parents/carers of the home lateral flow testing available through government NHS provision ▪ The school will ask parents and staff to inform them immediately of the result of the test: o If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating. ▪ If someone test positive they should follow the ['stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. Other members of their household should continue self-isolating for the full 10 days ▪ School to communicate with parents re procedures and send / make available the PHE information chart on website / social media			
11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)				
▪ Are staff aware of the need to contact the DfE helpline? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Is there a clear understanding of what close contact means? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. ▪ Is there an escalation process in place for managing confirmed cases in school?	▪ Staff training inset day and further updates through staff meeting and briefings to inform all staff of procedures for managing a confirmed case of coronavirus. ▪ When pupil tests positive school must identify when they last attended / when symptoms began / when test was taken to provide this information to PHE ▪ School must discuss with bubble / over staff the details of their proximity to the pupil / staff member that has tested positive. Minimise the distance between staff and pupils –	SLT SLT / Attendance Officer		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

	less than 1 minute face to face under 1m / up to 15 face to face 2m
	▪ Children with members of family who are displaying symptoms will not be permitted attend school
	▪ If five or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.
	▪ Head/Deputy to inform local Health Protection Team and follow advice, this may include a larger number of other pupils self-isolate at home as a precaution. (see appendix 1)
	   ▪ Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.
	   ▪ All visitors to site to use Entry sign system to sign in so that records of any persons who have been on site are kept and they can be contacted in the event of an outbreak.
		HT / DHT
		
		Attendance Officer
		
		Office Team		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
12. Contain any outbreak by following local health protection team advice (DfE page 28)				

▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.
▪ Are there procedures in place for admitting staff and students back to school who have tested positive?
	▪ All school closure notices to be published on the school website, via Parent Pay and social media platforms.
	  ▪ SLT to inform BET and Surrey Area Officer.
	  ▪ All pupils to have remote access to learning via TEAMs. Staff to provide learning via TEAMs and monitor engagement. Staff to provide home learning packs to pupils who are unable to access online learning. (remote learning plan and information pack on website)
	  ▪ Staff to regularly contact families via TEAMS or telephone. Staff to alert SLT if they are unable to make contact with a child.
	  ▪ School to be open to vulnerable children and children of critical workers. Skeleton staff to enable this provision
		SLT / Office team
		
		Teachers
		
		SLT		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ All staff returning to work following a positive test will have a return to work meeting. Should any further support be required to return to work occupational health procedures will be followed.	SLT		

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SECTION 2: SCHOOL OPERATIONS

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Asymptomatic testing (DfE page 29)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis. ▪ Make arrangements for continuing on site testing (in secondary schools only). ▪ Complete a risk assessment for the testing process relevant for your setting (templates are available). ▪ Communicate procedures for testing and continue to encourage take up of testing. ▪ Ensure staff, students and parents understand what to do in the event of a positive test. ▪ Ensure that staff, students and parents understand that asymptomatic testing still needs to take place and that it can be booked online.	▪ The school will inform parents/carers of the home lateral flow testing available through government NHS provision	SLT / Office Team		

Attendance (DfE page 32)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Identify any pupils who may not be able attend school. ▪ Ensure there is provision for remote education for those unable to attend school. ▪ Monitor engagement with remote education.	▪ Attendance officer to keep a record of all those children unable to attend school due to isolation, positive test results or being ECV. ▪ Staff to follow guidance in school remote learning plan in the event of a pupil / group of pupils being unable to attend ▪ All learning for these pupils will be delivered via channels on Teams and monitored using insights ▪ This plan has been shared with all stakeholders and is available on the school website.	Attendance Officer Teaching Staff SLT		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪			
Pupils and families who are anxious about return to school				
▪ Share the risk assessment and significant findings with parents via the school's website. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.	▪ Up to date risk assessment and home learning contingency plan available to all parents/carers through the school website. ▪ Families encourage to maintain open lines of communication with the school through the Covid e mail address and by contacting head of school and deputy. ▪ Individual risk assessments completed for children where behaviour need could result in increased risk to the child or others. ▪ Inclusion team to work with families identified and children who are refusing to re-attend. ▪	SLT Inclusion Team		
Encouraging regular school attendance				
▪ Communicate with parents on requirements for attendance. ▪ Put in place measures to keep in contact with vulnerable children.	▪ Attendance Policy Covid Addendum available on the school website ▪ Vulnerable children monitored through class teachers reviewing all children weekly and maintaining a record on	Attendance Officer / SBM / HT		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	whole school vulnerable list. Additional communication in weekly staff meeting. Spreadsheet and other communication on CPOMS reviewed with actions where necessary in Safeguarding meeting ▪ School attendance officer in regular communication with Inclusion Officer and DSLs to ensure all children are monitored. Parental communication where required.			
Alternative provision				
▪ Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing.	▪ SEND children invited in before full reopening to support transition back to school ▪ Support staff timetabled to support year groups with children who have difficulties returning to school and following daily procedures ▪ All children informed of new rules and reminded of all school procedures to ensure safe use of school resources and premises	Inclusion Lead		
School workforce (DfE page 36)				
▪ Share this risk assessment with staff and invite feedback. ▪ Carry out individual risk assessments and discussions as required.	▪ Most up to date risk assessment available on the school website for parents and staff. ▪ Any new and specific updates shared with all staff during staff meetings and twice weekly morning briefings. ▪ Individual risk assessments undertaken for staff where required, with ongoing review and open lines of communication.	SLT / Office Team DHT / SBM		
Staff who are clinically extremely vulnerable (CEV)				
▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace.	▪ Where staff have a shielding letter, following latest guidance, these staff will be supported to work at home when requested.	SLT / HR Officer		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.	▪ Occupational Health recommended where appropriate and leadership team to maintain open lines of communication to ensure the safety of all staff is maintained			
Staff who are clinically vulnerable (CV)				
▪ Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. ▪ Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. ▪ School leaders should discuss any concerns individuals may have around their particular circumstance and reassure staff about the protective measures in place.	▪ Staff who are clinically vulnerable to continue attending work whilst following social distancing measures in place. ▪ Staff must wear a mask around communal areas, unless exempt ▪ Individual risk assessments to be reviewed and monitored to reflect latest guidance. ▪ Reasonable adjustments to address those concerns and respond accordingly. ▪ Following a risk assessment, and where reasonable adjustments have been put in ▪ If staff choose not to work, they will be required to take annual leave and unpaid leave. ▪ Where staff are required to work from home due to medical illness / clinical vulnerability, work will be provided if the individual is able to work from home.	SLT / HR Officer		
Pregnancy				
▪ Employers should conduct a risk assessment for pregnant women. ▪ For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing.	▪ Individual risk assessments completed for pregnant staff and shared with appropriate members of staff ▪ Social distancing and PPE measures in place for all staff where necessary and inclusive of pregnant staff members. ▪ Staff who are pregnant are classed as clinically vulnerable. ▪ Staff who are post 28 weeks pregnant or pre 28 weeks with underlying health problems should be allowed to work from home due to increased risk.	SLT / HR Officer		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Staff who may otherwise be at increased risk from coronavirus (COVID-19)				
▪ For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. ▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.	▪ Individual risk assessments completed and shared for members of staff who are at increased risk and in accordance with government guidance. ▪ Staff at increased risk contacted regularly to attend to medical needs, wellbeing and mental health. All advice and guidance from medical specialists followed and any cautionary recommendations strictly followed. ▪ Staff members who are required to remain at home after appropriate assessment/medical advice to stay well and safe, do so.	SLT / HR Officer		
Supporting staff				
▪ Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ▪ Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff. ▪ Ensure staff know where to get additional support e.g. counselling or helplines.	Available for all staff: ▪ Employee Assist ▪ Well–being mentors for all staff ▪ Termly staff well-being newsletter ▪ Review marking policy to ensure that it is effective and efficient ▪ Open door policy with SLT ▪ Time during inset and staff meetings for training and preparations to alleviate fears. Staff well being survey to be completed by all staff regularly and analysed by SLT. Staff with extreme anxiety: ▪ Staff will be encouraged to discuss their specific anxieties with wellbeing mentor ▪ All work-related concerns to be discussed with line manager	SLT / HR		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Health & Safety Risk Assessments and measures clearly communicated ▪ If mental wellbeing is a significant cause for concern staff should be signposted to Employee assist / GP/Occupational Health. ▪ If staff would prefer not to attend work or carry out alternative duties (if available) and unpaid leave will be explored to cover the period of absence.			
Staff deployment				
▪ Review any staff deployment changes needed. ▪ Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work.	▪ Staff timetable regularly reviewed to ensure that the needs of the children are met, whilst considering all new measures (year group bubbles, staggered timings) ▪ Pupils with SEND who require it are provided with specialist support ▪ Any new training or support required for a change in deployment is provided with open communication to line managers encouraged	SLT		
Supply staff and other temporary or peripatetic staff				
▪ Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. ▪ Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures.	▪ Speech and Language support arranged directly with Inclusion Unit and monitored to ensure safe practice takes place (masks worn, safe social distance adhered to, only children from Auriol visited on any one day). ▪ Staff working across schools adhere to strict social distancing measures, having read and understood the individual risk assessments of each school	Inclusion Team		
Other support: Volunteers and ITT trainees				
▪ Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them.	▪ ITT trainees informed of school risk assessment and procedures in place. Trainee mentor and SLT to be first line of contact if any questions or concerns are raised.	SLT		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Mixing of volunteers across groups should be kept to a minimum.	▪ ITT trainees to remain in one year group bubble during their placement. ▪ ITT trainees to attend staff meetings and morning briefings to stay up to date with recent announcements and guidance			
Staff working remotely				
▪ All staff working remotely to undertake DSE assessment and home working checklist. ▪ All staff to be provided guidance on setting up a safe and suitable work area. ▪ Ensure regular communication with staff working remotely.	Monitor and ensure: ▪ DSE assessment has been completed for all relevant staff. ▪ Correct guidance has been shared with all relevant staff. ▪ All E-Learning courses and signpost staff to relevant ones that need to be completed. ▪ Contact made at least 1 X weekly. ▪ TEAMS to continue to be used to enable remote working	SMB / Office Team		
Transport (DfE page 42)				
Dedicated school transport, including statutory provision				
▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/ ▪ Use of hand sanitiser upon boarding and/or disembarking. ▪ Additional cleaning of vehicles. ▪ Organised queuing and boarding where possible. ▪ Maximise social distancing within vehicles wherever possible. ▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. ▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport.	▪ Where possible, transport arrangements are organised to cater for any changes to start and finish times; ▪ Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus; ▪ Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers; ▪ Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times).	Inclusion Team		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. ▪ Seek a copy of their risk assessment and operating plan.	▪ For more information on home to school transport, please refer to SCC guidance in safer working for home to school transport. ▪ Parents and children will be encouraged to walk or cycle to school. ▪ Advice children using public transport to practise rigorous hygiene. Washing and sanitising before and after journey			
Wider public transport				
▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using 'walking buses'. ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings.	▪ n/a			
Pupils travelling from abroad				
▪ Review arrangements for any pupils travelling from abroad where needed.	▪ Pupils and families travelling from abroad will be required to follow the current government guidance on isolation on returning from abroad. ▪ School attendance officer to keep a record of any families that have recently travelled abroad ▪ Reminders sent to families via school newsletter ▪ Foreign travel advice - GOV.UK (www.gov.uk)	Attendance Officer / SLT		
School meals (DfE page 45)				
▪ Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government	▪ Twelve 15 communicating with the school and updating on changes to their own and the school policies.	SLT / Office Team		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
guidelines. You may ask to see a copy of their risk assessment as well. ▪ Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made.	▪ Dinner menu to be agreed and advised in accordance with number of children / number of kitchen staff / time permitting due to staggered lunches. ▪ School dinners available thereafter with dinner prepared for individual children.			
Estates (DfE page 49)				
▪ Maintain existing class sizes	▪ Class sizes to be managed in accordance with government direction and advice ▪ Cleaning caddies and first aid caddies will be available for each class and shared learning areas.	SLT		
Ventilation Systems				
▪ Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated.	▪ Windows and doors will be opened by teaching staff every morning to maintain good classroom ventilation ▪ Share areas of the school will be well ventilated when used, staff ensuring that doors and windows are open (school hall, library, computing suite, music lodge) ▪ Corridor doors propped open during the day	All Staff / SLT		
Fire safety				
▪ Ensure that all fire safety systems have been maintained and inspected. ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing.	▪ Caretaker will continue to carry out monthly fire alarm testing ▪ All staff are up to date training on mandatory fire safety. ▪ Assembly points are in the main playground. ▪ Fire drill to take place in the first full week of term by year groups. ▪ Head of School to communicate changes at the start of term during staff training	Site manager / SBM		
Opening after reduced occupancy				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure all little used water outlets are flushed through. ▪ Check and test all relevant safety critical devices ▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening. ▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out.	▪ Caretaker will continue water testing during the school holidays and flush out the system. ▪ Where contractors are required, school risk assessment is communicated and adhered to.	Site Manager / SBM		

Educational visits (DfE page 50)

▪ Ensure staff are aware of the latest guidance that all visits are advised against. ▪ Keep guidance under review	▪ No residentials will take place until further Government guidelines have been released. ▪ Any trips planned for the autumn term are non residential. ▪ Residential trips (Year 4 & 6) will be reviewed in line with current government advice. ▪ Risk assessments for any trip locations/ providers will be carefully considered in line with this risk assessment. ▪ All visits to take place in year group bubbles. ▪ Additional hand cleaning methods to be enforced. ▪ Risks assessment to reflect COVID 19 control measures	SLT		

School uniform (DfE page 50)

▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather consider amendments to the uniform policy.	▪ All children are required to wear full uniform when returning to school. In September. ▪ Parents will be encouraged to wash this regularly. ▪ PE kits must be brought to school and will be sent home weekly for washing. Year groups will arrange for children to wear PE kits to school where possible to reduce the need for children to change within school hours.	SLT / Teaching Staff		

Wraparound provision and extra-curricular activity (DfE page 51)

▪ Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.	▪ On-site wraparound provision informed of all risk assessment points that relate to their provision. Members of staff from wraparound provision follow all guidance	SBM / Office Team		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. - Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible. - When hiring out or letting premises consider what additional cleaning and hygiene measures are needed. - Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity.	- when dropping and collecting children at the start/ends of each day. Wraparound provision complete their own risk assessment when using their own facility. - No hire/external use of the school facility involving children or on the main school site to take place during Spring term - to be regularly reviewed - Wrap around provision to supply school with their risk assessment and where possible minimise the contact between children from different bubbles - Clubs running before, during and after school will not be available and will be reviewed in line with government guidance. - When external providers begin using school premises to offer extra-curricular activity, risk assessments will be completed and updated. Providers will be informed of all measures in place and bubbles will be maintained in line with guidance. - Interventions may run before and after school with a consistent adult. Where children may be from different bubbles 2m social distancing will be put in place between these groups. - For vulnerable children breakfast will be available from staffroom – adults to monitor individual children, especially disadvantaged.			
Curriculum (DfE Page 52)				
Music, dance, and drama in school				
- Play outdoors where possible. - If playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation.	- Music lessons will not include singing and lesson plans will be revised to reflect this. - Music lessons will involve the use of instruments including glockenspiels and music appraisal.	Curriculum Lead / SLT / HLTA		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.
▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.
▪ Use microphones where possible or encourage singing quietly.
▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc.
▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.
▪ Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly.
▪ Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.
	▪ Children will be seated in rows facing the front of the classroom.
	▪ Children will be asked to wash their hands before using the music equipment.
	▪ Equipment to be cleaned by HLTA between bubbles.
	  ▪ Curriculum lead to work with music specialist to ensure that gaps considered when the music curriculum restarts.
	  ▪ Singing assembly and signing within music lessons will not take place to minimise risk of transmission.
	  ▪ Choir reviewed in line with any new government guidance.
	  ▪ Where drama-based activities take place within the classrooms, children will remain in their year group bubbles and staff will ensure limitations on singing and performing to others are adhered to.			

Physical activity in schools				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

▪ Prioritise outdoor sports wherever possible.
▪ Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene.
▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.
▪ Pupils should be kept in consistent groups.
▪ Sports equipment should be thoroughly cleaned between each use by different individual groups.
▪ Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.
	▪ Pupils to bring in PE kits in kit bag which must be taken home and washed every Friday.
	▪ Year groups will arrange for children to wear PE kits to school where possible to reduce the need for children to change within school hours.
	   ▪ Shared equipment and resources allocated to whole year group bubbles and not shared with other year groups.
	   ▪ All equipment to be regularly cleaned and at the end of each sport unit.
	   ▪ Pupils to wash their hands before and after PE sessions.
	   ▪ Contact sport to be avoided.
	   ▪ Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. COVID-19: Guidance on phased return of sport and recreations.
	   ▪ Ensuring good ventilation are put in place when using inside space.
	   ▪ No external providers for sports clubs/events allowed on site. To be reviewed in line with government advice.
		Curriculum Lead / SLT / Teaching Staff		

Science				
▪ Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or	▪ Science equipment to be kept in year group bubbles where possible. ▪ Science lessons to follow usual classroom procedures as above. ▪ Any shared equipment to be cleaned before transferring to another bubbles. ▪ Children to wash hands before handling equipment.	Curriculum Lead / SLT/ Teaching Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	▪			
Design & Technology				
▪ Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	▪ Where equipment or resources are needed, bubbles to use on daily rotation. Lessons to be planned to allow for shared equipment to be appropriately cleaned or left until the following week. ▪ Adults working with children who require support or when working in guided groups should maintain social distancing where possible. ▪ Shared classroom areas to be set up with children facing the front of the room and cleaned at the end of each day.	Curriculum Lead / SLT/ Teaching Staff		
Art				
▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	▪ Where equipment or resources are needed, bubbles to use on daily rotation. Lessons to be planned to allow for shared equipment to be appropriately cleaned or left until the following week. ▪ Adults working with children who require support or when working in guided groups should maintain social distancing where possible. ▪ Shared classroom areas to be set up with children facing the front of the room and cleaned at the end of each day.	Curriculum Lead / SLT/ Teaching Staff		
Education, Health and Care (EHC) Plans (DfE page 59)				
▪ Liaise with partner organisations to deliver EHC plans. ▪ Undertake timely planning for placements in September.	▪ All agencies to be allowed on site with prior arrangements. ▪ Best endeavours will be made to honour individual EHC Plan, while considering Covid restrictions of blended learning and possible periods of isolation	Inclusion Lead		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Where agencies are only working remotely this will be facilitated using Teams where appropriate. ▪ For assessments Inclusion Lead will liaise with outside agencies to ensure that all procedures for visitors attending site are adhered to. ▪ Visitors will not enter the bubbles but can use the observation windows for assessment observations and the inclusion room for any direct work with pupils.			
Behaviour, discipline, and wellbeing expectations (DfE page 59)				

▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour.
▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment.
▪ Additional measures and PPE may be required for staff in some circumstances.
▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.
	▪ Behaviour policy to be revised and training delivered during staff September inset.
	   ▪ SENCO to create individual risk assessments, in line with any increased risks, for required pupils and share these with relevant staff and parents.
	   ▪ Behaviour plans in place for identified children
	   ▪ Identify if staff require additional training, equipment or space to carry out safe learning.
	   ▪ PPE equipment available for all staff.
	▪
		Behaviour Lead / SLT		

Pupil wellbeing and support				

▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support.
▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners.
▪ Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.
	▪ Revised referral system, direct to SENCO who will decide based on need the wellbeing support given.
	   ▪ Range of interventions ; ELSA, Social groups, SEMH groups, individual well-being interventions delivered to appropriate individuals where possible avoiding crossing bubbles
	   ▪ Emotional Literacy Support (ELSA) in place to support pupils needing extra pastoral care.
	   ▪ PSHE focusing on return to school, outdoor learning and team building.
	   ▪ Monitor pupil well-being and report on CPOMS.
		Inclusion Lead / SLT /		

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Children to complete Wellbeing and attitudes to learning survey Feb 21.			
Safeguarding (DfE page 63)				
▪ Review child protection policies. ▪ Coordinate with other agencies and services to ensure support is in place for children.	▪ Weekly safeguarding meetings with DSL team ▪ CPOMS to record all incidents and concerns ▪ For assessments Inclusion Lead will liaise with outside agencies to ensure that all procedures for visitors attending site are adhered to. ▪ Visitors will not enter the bubbles but can use the observation windows for assessment observations and the inclusion room for any direct work with pupils. ▪ TAF / CIN meetings will be held on Teams	DSL / safeguarding Team		
First aid and care provision				

▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields.
▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment.
▪ Incidents must be recorded as per the school's normal arrangements.
	▪ Trained first Aider on duty.
	  ▪ All staff have completed Educare first aid course
	  ▪ PPE to be available for all staff.
	  ▪ All incidences to be recorded as per normal.
	  ▪ PPE to be worn by a first aider administering first aid.
	  ▪ All worn PPE to be disposed of appropriately.
	  ▪ Hand washing to be carried out following any first aid treatment.
	  ▪ Identify an isolation room that a child/ adult can wait in should they have symptoms of the virus if they are unable to leave immediately. After leaving, room should be locked shut until a deep clean can be carried out.
	  ▪ No child or adult to come to school displaying any of the symptoms- follow self-isolation procedures.
	  ▪ First aid caddies for basic first aid is available in the classrooms.
		Office Team / SBM		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	- Children with suspected covid-19 systems will wait in the performance room until collected by a parent/carer, - Plastic aprons, gloves and mask should be used when providing close contact first aid. - First Aid kit to be taken outside for outdoor activities.			
Contingency planning for outbreaks (DfE page 66)				
- Review plans against the DfE contingency framework. - Have plans in place for high quality remote provision of education.	- All school closure notices to be published on the school website, via ParentPay and social media platforms. - SLT to inform BET and Surrey Area Officer. - All pupils to have remote access to learning via TEAMs. Staff to provide learning via TEAMs and monitor engagement. Staff to provide home learning packs to pupils who are unable to access online learning. - Remote Learning Contingency plan in place for all children who are required to work from home due to self-isolation, local or national lockdown.	SLT		