

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

Site / school name:	Broadmere and New Monument		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Catering staff ▪ Cleaning staff ▪ Office staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Full re-opening of schools from September 2020 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Mandy McDowall	Date of completion:	17 th July 2020
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 1.3 – 24 August 2020 29 September 2020 22 October 2020

Record of risk assessment reviews

Date of review:	19 August 2020	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Updated relevant time periods from 7 to 10 days ▪ Advice regarding staff wishing to use their own face coverings. ▪ Additional information in relation to cleaning regimes following updated guidance. ▪ Reference to CLEAPSS guidance to provision of practical subjects from September. ▪ Additional questions / prompts / references relating to delivery of practical subjects for Science, D&T, Art and Drama. Music and PE were already included in version 1. ▪ The curriculum section has been reordered to accommodate these changes. ▪ All changes have been highlighted in yellow. 22/10/2020
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> ▪
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> ▪

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

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.

What are the hazards?	<ul style="list-style-type: none"> ▪ 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?	<ul style="list-style-type: none"> ▪ 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.

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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.</p>					
<p>Measures to stop persons coming into school with coronavirus symptoms</p>					
<ul style="list-style-type: none"> ▪ Ensure that pupils, 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. ▪ Communicate these measures clearly to staff and the school community. Repeat on a regular basis. ▪ Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus. 	<ul style="list-style-type: none"> ▪ Is there a procedure in place for this? ▪ 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? 	<ul style="list-style-type: none"> ▪ Health and Safety Policy has been updated in light of the COVID-19 advice <ul style="list-style-type: none"> ▪ 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 not send their child to school <u>if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, or if another household member develops</u> 	All staff/ SLT	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>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.</p> <ul style="list-style-type: none"> ▪ 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. ▪ School community kept informed by Parentmail, website and social media updates. ▪ Signage on gates and buildings. ▪ Meetings with parents, carers and visitors should be after school hours or virtual if possible. ▪ Parents and carers are discouraged from entering 			

Guidance	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 site and this is clearly communicated before the return.			
Suspected case of coronavirus in school					
<ul style="list-style-type: none"> ▪ 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 must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them 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 if 	<ul style="list-style-type: none"> ▪ Is there a procedure for managing suspected cases of coronavirus? ▪ 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? ▪ Is there a procedure for contacting the local public health protection team? 	<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ 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 should arrange to have a test to see if they have 	All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> ▪ PPE must 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). ▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. ▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close 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 and Trace. ▪ Everyone must 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 bleach 		<p>coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> ▪ If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door (sectioned area in the hall), depending on the age and needs of the child, with appropriate adult supervision if required. 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 if possible. The bathroom must be cleaned and disinfected using standard 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>after they have left to reduce the risk of passing the infection on to other people.</p>		<p>cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> ▪ 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 risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. ▪ PPE 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 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>social care settings, including the use of personal protective equipment (PPE) guidance.</p> <ul style="list-style-type: none"> ▪ 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 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 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>been requested to do so by NHS Test & Trace.</p> <ul style="list-style-type: none"> ▪ The Infection Control Policy and Cleaning in non-healthcare settings guidance to be followed to clean the area. ▪ Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy ▪ Spillage 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 			
2. Clean hands thoroughly more often than usual.					
<ul style="list-style-type: none"> ▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that 	<ul style="list-style-type: none"> ▪ Build hand washing into school routines so that children wash their hands 	<ul style="list-style-type: none"> ▪ The School will ensure that pupils clean their hands regularly, including when they 	SLT/Staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> Regular and thorough hand cleaning is going to be needed for the foreseeable future. 	<p>regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> 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 risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. 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 	<p>arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> 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. Pupils arriving at school wearing a face covering are instructed to remove them. 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 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>all pupils and colleagues are adhering to principles of good hygiene.</p>	<p>again before heading to their classroom.</p> <ul style="list-style-type: none"> ▪ Sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitisers are available in classrooms and other learning environments. 			
<p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>					
<ul style="list-style-type: none"> ▪ The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. ▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. ▪ The World Health Organisation published a statement on 21 August about children and face coverings. They now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.” ▪ Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control, applicable to all education environments, provides additional mitigating measures. Schools and colleges will have the discretion to require face coverings in 	<ul style="list-style-type: none"> ▪ 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 will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure 	<ul style="list-style-type: none"> ▪ ‘catch it, bin it, kill it.’ signage around school site. <ul style="list-style-type: none"> ▪ 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. ▪ 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. 	<p>All staff</p>	<p>Sept 20</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>communal areas where social distancing cannot be safely managed, if they believe that it is right in their particular circumstances. BET has issued recommendations regarding the use of face coverings in its secondary schools by staff and pupils in Year 7 and above in communal areas such as corridors. Please refer to the separate document: 'BET recommendations on the wearing of face coverings in education.' This includes guidance on how to put on, remove, store and dispose of face coverings.</p> <ul style="list-style-type: none"> ▪ Where recommended, use of face coverings <ul style="list-style-type: none"> ▪ The government is not recommending universal use of face coverings in early years education and care settings because the system of controls, applicable to all education and childcare environments, provides additional mitigating measures. PHE advises that for health and safety reasons, face masks should not be used for children under three. In addition, misuse may inadvertently increase the risk of transmission and there may also be negative effects on communication and thus children's development. ▪ When social distancing is difficult to maintain in communal areas ▪ In situations where social distancing between adults in settings is not possible (e.g. when moving around in corridors and communal areas), settings have the discretion to 	<p>all pupils and colleagues are adhering to principles of good hygiene.</p> <ul style="list-style-type: none"> ▪ Will there be procedures in place at school entrances for removal of face coverings including bins for disposal. ▪ If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of in a lidded bin. Employer's should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools. 	<ul style="list-style-type: none"> ▪ Lidded bins available for staff to dispose of face coverings. <p>EYFS Parents settling children</p> <p>Guidance from PHE outlines how parents and carers are able to enter a setting to help their children adapt to their new environment. Settings should ensure that parents and carers:</p> <ul style="list-style-type: none"> • wear face coverings, if required, in line with arrangements for staff and other visitors to the setting • stay for a limited amount of time (ideally not more than an hour) • avoid close contact with other children • are aware of the 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting a setting with their child 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>recommend the use of face coverings for adults on site, both staff and visitors.</p> <ul style="list-style-type: none"> ▪ When working with children ▪ Based on current evidence and the measures that early years settings are already putting in place, face coverings are not necessary when adults are interacting with children, even where social distancing is not possible. Face coverings may have a negative impact on interactions between staff and children, and their use when interacting with children in this settings should be avoided. ▪ In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances. ▪ Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient. 					
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</p>					
<p>Enhanced cleaning regime</p>					
<ul style="list-style-type: none"> ▪ An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups ▪ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned 	<ul style="list-style-type: none"> ▪ 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, 	<ul style="list-style-type: none"> ▪ Additional hour dedicated to enhanced cleaning per day (times altered to suit requirements). ▪ Computing suite timetable ensuring one year group bubble can use per day. After each 	SBM/SLT/All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <ul style="list-style-type: none"> Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. 	<p>including main entrance doors and commonly used doors cleaned more frequently?</p> <ul style="list-style-type: none"> 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. 	<p>class has used the computing suite, cleaning to take place during the school day and at the end of each day.</p> <ul style="list-style-type: none"> School Learnpads/ipads to be used within year group bubbles and cleaned after each use. Encourage a clutter free environment and removing difficult to clean items. Increase the frequency of cleaning, using standard cleaning products such as detergents, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. Frequently touched surfaces to be wiped down at least twice a day. Frequently cleaning of toilets throughout the day. 			
Hazards from using new or different hazardous products					
<ul style="list-style-type: none"> If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance. 	<ul style="list-style-type: none"> Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. 	<ul style="list-style-type: none"> 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/ Caretaker	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ 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. 				
Contaminated waste					
<ul style="list-style-type: none"> ▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus. 	<ul style="list-style-type: none"> ▪ 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. ▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known. ▪ You should not put your waste 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 put in with the normal waste 	<ul style="list-style-type: none"> ▪ 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/ Caretaker	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste ▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor. 				
<p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>					
<p>Maintaining groups or bubbles</p>					
<ul style="list-style-type: none"> ▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. The balance between the bubbles and social distancing is based on: <ul style="list-style-type: none"> ▪ Pupils ability to distance; ▪ The layout of the school site; ▪ The feasibility of keeping distinct groups separate while offering a broad curriculum 	<p>SLT All/Staff Site manager/ Caretaker</p>	<p>Sept 20</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Primary 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 be asked to isolate should someone in a group become ill with coronavirus (COVID-19). ▪ In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. ▪ 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 be asked to isolate should someone in a group become ill with coronavirus (COVID-19). ▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. ▪ Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. 	<ul style="list-style-type: none"> ▪ 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? 	<ul style="list-style-type: none"> ▪ Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, 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. ▪ Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone. <ul style="list-style-type: none"> ▪ Pupils old enough should be supported to maintain distance and not touch staff and their peers. ▪ Classrooms and other learning environments are organised to maintain space between seats and desks where possible. ▪ Pupils are seated side by side and facing forwards, rather than face to face or side on. ▪ Large gatherings such as assemblies are avoided and where possible, presented 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. ▪ 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, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. 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. ▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from 		<p>virtually. Bubble groups kept apart.</p> <ul style="list-style-type: none"> ▪ The timetable is revised to implement where possible: <ul style="list-style-type: none"> ○ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum; ○ Maximise the number of lessons or classroom activities which could take place outdoors; ○ Class assemblies to take place with a virtual celebration assembly on a Friday. ○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time; ○ Drop-off and collection times 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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> <ul style="list-style-type: none"> ▪ Organised music sessions in the early years, including singing, and playing wind instruments in organised/planned groups <ul style="list-style-type: none"> ▪ When planning music provision, settings should consider additional specific safety measures. Although singing and playing wind instruments do not currently appear to present a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. ▪ With appropriate safety mitigation, however, singing and wind playing can still take place. Measures to take include: <ul style="list-style-type: none"> ▪ playing instruments and singing in groups should take place outdoors wherever possible ▪ if indoors, use a room with as much space as possible, for example larger rooms. Rooms with high ceilings are expected to enable dilution of aerosol transmission ▪ if playing indoors, social distance each child 2 metres apart 		<ul style="list-style-type: none"> are staggered and communicated to parents; ○ Parents’ drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact; ○ Parents/carers will be asked wear masks whilst waiting or coming onto school premises. ▪ 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. And are seated at the same desk; ▪ Mixing within education or childcare setting is minimised by: <ul style="list-style-type: none"> ○ accessing rooms directly from 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ limit the numbers to account for ventilation of the space. It is important to ensure good ventilation. Advice on this can be found in air conditioning and ventilation during the coronavirus outbreak ▪ singing and wind playing should not take place in larger groups such as choirs and ensembles ▪ position wind players so that the air from their instrument does not blow into another player ▪ use microphones where possible or encourage singing quietly ▪ By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced. ▪ Handling equipment and instruments for organised sessions ▪ Measures to take when handling equipment, including instruments, include: <ul style="list-style-type: none"> ▪ increased handwashing before and after handling equipment, especially if being used by more than one person ▪ avoiding sharing instruments and equipment wherever possible ▪ if instruments and equipment have to be shared, disinfect regularly (including any props, microphones and music stands) and always between users, following guidance on cleaning and handling equipment ▪ Clean them before first use and before returning the instrument 		<ul style="list-style-type: none"> o 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; ▪ The use of staff rooms and offices is staggered to limit occupancy. 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> ▪ 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. ▪ Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, 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 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>plastics) between use by different Bubbles;</p> <ul style="list-style-type: none"> ▪ Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, and books. Bags are allowed. 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. ▪ EYFS classroom learning resources reduced ▪ Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared; ▪ Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>groups. 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.</p> <ul style="list-style-type: none"> ▪ Alternate provision put in place for music lessons – music will cease until further guidance. ▪ EYFS playing instruments and singing in groups should take place outdoors wherever possible ▪ if indoors, use a room with as much space as possible, for example larger rooms. Rooms with high ceilings are expected to enable dilution of aerosol transmission ▪ if playing indoors, social distance each child 2 metres apart when singing ▪ 			
Measures within the classroom					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. ▪ 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. ▪ This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. ▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. ▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups. 	<ul style="list-style-type: none"> ▪ Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. ▪ A 2m space around the teacher's desk should be maintained wherever possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks etc. ▪ All spaces should be well ventilated using windows etc where possible. See also notes on air conditioning in premises section below. 	<ul style="list-style-type: none"> ▪ Desks in classrooms to be re-arranged so that all face forward and children are side by side. Pupils to be allocated a desk that they are to use each day <ul style="list-style-type: none"> ▪ Pupils to be given their own labelled plastic bag of resources to be 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. ▪ 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 the end of each day. - Bacterial spray and kitchen 	SLT All/Staff Site manager/ Caretaker	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> roll available in in small cleaning boxes (1 per class) ▪ Library used on a rota one-year group at a time, this will be well ventilated. 			
Measures elsewhere					
<ul style="list-style-type: none"> ▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. ▪ 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). ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ No provision of whole school assemblies. <ul style="list-style-type: none"> ▪ Celebration assembly to shared via Teams with one year group bubble presenting per week ▪ 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. 	SLT/ All staff Office Site manager/Caretaker	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> Hand sanitiser to be widely available throughout shared area Limited numbers in toilets – signage in place to indicate 			
Measures for arriving at and leaving school					
<ul style="list-style-type: none"> Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. 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. 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. 	<ul style="list-style-type: none"> 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 this to parents and reinforce it as necessary. Ensure procedures are in place for removal of face coverings when arriving at school. 	<p>BM/NM Staggered Break time 10:25am – 10:40am: Year 1,2,3 10:45am – 11:00am: Year 4, 5, 6 <i>NM- 3 zoned areas in the playground</i> <i>(BM)Year 5 to use KS1 playground</i> <i>Year 4 & 6 –KS2 playground</i></p> <p>BM Arrival times Finishing Time Main Entrance: Yr5 8:45 3:15 Yr 4 8:50 3:10 Yr 6 8:40 3:20 Playground Entrance Finishing Time Yr 1 8:50 - 3:05 (Reception door) Yr3 8:40 3:15 (end door) Yr2 8:45 3:10 (first door) Reception 8:55 - 3:00 (Reception entrance)</p>	SLT/ All staff Office Site manager/Caretaker	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>Nursery – own entrance 9:00 – 3:00(main entrance, 1 way system in am, Nursery gate pm)</p> <p>BM - Lunch Times</p> <p>12:00 –12:30 Yr1,2,3,6 (Diamond)</p> <p>12:30-13:00 (Yr4 Topaz & Turquoise, Yr5 –Aquamarine & Amethyst)</p> <p>NM Arrival times/ entrance door</p> <p>N- Nursery entrance gate</p> <p>Reception – Reception outdoor area gate (KS2 playground)</p> <p>Year 1- Year 1 Fire Exit door</p> <p>Year 2- Yr 2 Fire Exit door</p> <p>Year 3- Yr 3 fire exit door (KS2 Playground)</p> <p>Year 4- KS 1 corridor entrance</p> <p>Year 5 – KS2 Corridor Entrance (KS2 playground)</p> <p>Year 6 – Yr 6 fire exit door (KS2 Playground)</p> <p>Start time Finish time</p> <p>Year 6 8:15am 3:10pm</p> <p>Year 4 8:15am 3:00pm</p> <p>Year 2</p>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>8:20am 2:50pm Year 5 8:20am 3:05pm Year 1 8:25am 2:40pm Year 3 8:25am 3:00pm Reception 8:30 2:50pm Nursery 8:30 - 11:30 12:15 - 3:15</p> <p>NM- Lunch Times (Yr R and 1 in Hall other years in class with CT-possibility to add other year groups at different times)</p> <p>12:00 –12:30 Yr R, 1,2 (Hall) 12;30-1pm - Playground 12:10 - 12:30 Yr 3, 4, 5, 6 – Playground , 12:30</p>			
Equipment and resources					
<ul style="list-style-type: none"> ▪ Equipment and resources are integral to education in schools. ▪ 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; 	<ul style="list-style-type: none"> ▪ 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? ▪ Are there measures to limit what is brought into 	<ul style="list-style-type: none"> ▪ Pupils will be provided with a pack of resources that is named and kept in school. Pupils allocated school resources at the start of the school year and these should be kept in each child’s plastic bags. 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>these should be cleaned regularly, along with all frequently touched surfaces.</p> <ul style="list-style-type: none"> 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. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that 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. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. 	<p>and taken home from school?</p> <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> EYFS pupils sharing equipment within Bubble. Handwashing/sanitising encouraged before and after use. Rotation/cleaning of equipment. Pupils to arrive at school in PE clothes on PE days. Shared resources within school to be cleaned after use. Teachers in each bubble to be responsible for cleaning the classroom / equipment at the end of each day. - 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 			
6. Where necessary, wear appropriate personal protective equipment (PPE)					
<ul style="list-style-type: none"> 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: where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at 	<ul style="list-style-type: none"> Where staff have been identified as needing PPE, have they been provided with appropriate supplies? Have staff identified as needing PPE been 	<ul style="list-style-type: none"> All staff have completed online training Office staff available for first aid if required. No children in admin office 	SLT/All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>schools, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> 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>provided with appropriate training and information on correct use and disposal?</p>	<ul style="list-style-type: none"> 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. Isolation area if necessary with equipment. Do not enter sign. First aid to be recorded on weekly sheet (only touched by first aider) 			
7. Engage with the NHS Test and Trace process					
<ul style="list-style-type: none"> Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to 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. 	<ul style="list-style-type: none"> Is there a clear understanding in the school around NHS Test and Trace procedures? Are the contact details for local Public Health Protection Team available? 	<ul style="list-style-type: none"> 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 	SLT/All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ▪ Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if contacted by NHS Test and Trace to 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) ▪ Schools should ask parents and staff to inform them immediately of the results of a test. 	<ul style="list-style-type: none"> ▪ Have the requirements around 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? 	<p>understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> ○ book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All 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 ○ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>asked by NHS Test & Trace</p> <ul style="list-style-type: none"> ○ 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) ▪ A small number of home testing kits available 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. ▪ The school will ask parents and staff to inform them immediately of the result of the test: <ul style="list-style-type: none"> ○ If someone tests negative, if they 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating.</p> <ul style="list-style-type: none"> ▪ 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 14 days 			
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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. ▪ The local health protection team will work with schools 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. ▪ Close contact means: <ul style="list-style-type: none"> ▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ▪ travelling in a small vehicle, like a car, with an infected person ▪ 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 (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. 	<ul style="list-style-type: none"> ▪ Are staff aware of the need to contact the local health protection team? ▪ Are contact details for the local health protection team available? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Normal signing in records would be sufficient. ▪ If a pupil tests positive for COVID-19 and we are informed by parent, or Track & Trace, then notify the local HPT immediately 	<ul style="list-style-type: none"> ▪ Staff training inset day to inform all staff of procedures for managing a confirmed case of coronavirus. ▪ If two 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. ▪ Follow local health protection 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. 	SLT/Admin staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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 been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: <ul style="list-style-type: none"> ▪ 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. ▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' ▪ 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. <ul style="list-style-type: none"> ▪ In the majority of cases, schools and parents will be in agreement that a child with symptoms 		<ul style="list-style-type: none"> ▪ All visitors to site to use Inventory sign in 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. ▪ QR Code is now on display in Reception for visitors to scan as part of NHS Track & Trace 		Oct 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>More guidance is available: What to do if a pupil is displaying symptoms of coronavirus (COVID-19).</p>					
<p>9. Contain any outbreak by following local health protection team advice</p>					
<ul style="list-style-type: none"> ▪ 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. ▪ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the 	<ul style="list-style-type: none"> ▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. 	<ul style="list-style-type: none"> ▪ All school closure notices to be published on the school website, via Parentmail 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 	SLT/Staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>		<p>monitor engagement. Staff to provide home learning packs to pupils who are unable to access online learning.</p> <ul style="list-style-type: none"> ▪ Staff to regularly contact families via TEAMS or telephone. ▪ School to be open to vulnerable children and children of critical workers. Skeleton staff to enable this provision. 			
Transport					
Dedicated school transport					
<ul style="list-style-type: none"> ▪ Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply on dedicated transport. 	<ul style="list-style-type: none"> ▪ 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 ▪ Distancing within vehicles wherever possible 	<ul style="list-style-type: none"> ▪ 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 	SLT/Admin staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group. ▪ 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. 	<p>distance from their passengers;</p> <ul style="list-style-type: none"> ▪ 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. 			
Public transport					
<ul style="list-style-type: none"> ▪ In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. ▪ Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Parents and children will be encouraged to walk or cycle to school. ▪ Advise children using public transport to practise rigorous hygiene. Washing and sanitising before and after journey 	All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Pupils who are shielding or self-isolating					
<ul style="list-style-type: none"> ▪ We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. ▪ A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating ▪ 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. ▪ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent. ▪ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school ▪ Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. 	<ul style="list-style-type: none"> ▪ Identify any pupils who may not be able attend school ▪ Ensure there is provision for remote education. ▪ Monitor engagement with remote education. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. ▪ Communicate attendance expectations on school attendance. 	<ul style="list-style-type: none"> ▪ Children who are unable to attend due to shielding are identified during first week return. ▪ Teachers to prepare learning packs for pupils who are unable to attend. ▪ Pastoral contact made weekly by class teacher / ELSA / SENCO 	All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. 					
School workforce					
Staff who are clinically vulnerable or extremely clinically vulnerable					
<ul style="list-style-type: none"> Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, most staff are expected to attend school. Wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate. 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. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. 	<ul style="list-style-type: none"> Use government advice for those who are clinically vulnerable including pregnant women. Use government advice on shielding and protecting people for those who extremely clinically vulnerable. Adopt a flexible approach 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. 	<ul style="list-style-type: none"> Staff should stay 2 metres away from other staff wherever possible. Individual risk assessments to be updated 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 place, staff choose not to work, they will be required to take annual leave and unpaid leave. <p>Extremely Clinically Vulnerable</p> <ul style="list-style-type: none"> Where staff have a shielding letter, following latest guidance, these staff will be supported to work at home when requested. 	All staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 					
People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.					
<ul style="list-style-type: none"> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. 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. 	<ul style="list-style-type: none"> Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment. Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 	<ul style="list-style-type: none"> Protective measures as for all staff, including 2m distancing where possible (1m if not possible) Individualised risk assessments in place. If, following a risk assessment, and where reasonable adjustments have been put in place staff choose not to work, they will be required to take annual leave and unpaid leave. Risk of transmission between young children & adults is likely to be low. 	All staff/SLT	Sept 20	
Staff working remotely					
<ul style="list-style-type: none"> Where staff do work remotely, employer health and safety responsibilities still apply. 	<ul style="list-style-type: none"> All staff working remotely to undertake DSE 	<ul style="list-style-type: none"> Check DSE assessment has been completed for all relevant staff. 	SLT	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>assessment and home working checklist.</p> <ul style="list-style-type: none"> ▪ All staff to be provided guidance on setting up a safe and suitable work area. ▪ Ensure regular communication with staff working remotely. 	<ul style="list-style-type: none"> ▪ Check that correct guidance has been shared with all relevant staff. ▪ Check all E-Learning courses and signpost staff to relevant ones that need to be completed. ▪ Contact should be made at least 1 X weekly. ▪ Contact should be made via Teams, work email, SMHW and telephone. Prefixing your number with 141 will hide number. Contact should only be made between 7am – 7pm. 			
Supporting staff					
<ul style="list-style-type: none"> ▪ 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. ▪ All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Employee Assist to be available for all staff – ▪ Well –being mentors for all staff. ▪ Termly well-being newsletter ▪ Review marking policy to ensure that it is effective and efficient. ▪ Open door policy with SLT 	SLT/HR	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>due to health conditions are able to support remote education, while others focus on face-to-face provision.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Staff with protected characteristics may have different needs which may be impacted by the effects of COVID -19. 	<p>Staff with extreme anxiety</p> <ul style="list-style-type: none"> ▪ Staff will be encouraged to discuss their specific anxieties with their line manager ▪ Training and involving them in preparations to alleviate fears ▪ 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 ▪ Equality Impact Assessment is available on the school websites. 		Oct 2020	
Catering					
<ul style="list-style-type: none"> ▪ We expect that kitchens will be fully open from the start of the autumn term and normal legal 	<ul style="list-style-type: none"> ▪ Confirm with catering provider that all relevant 	<ul style="list-style-type: none"> ▪ Twelve 15 communicating with the school and 	SLT/Office	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <ul style="list-style-type: none"> School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19). 	<p>safety procedures are in place and that they are adhering to government guidelines</p> <ul style="list-style-type: none"> Ensure that catering providers are aware of any changes to lunch times and operating practices you have made. <ul style="list-style-type: none"> PP families may be isolating due to suspected/confirmed cases. 	<p>updating on changes to their own policies.</p> <ul style="list-style-type: none"> Packed lunches and take away style hot meals in September Booster Packs provided by Twelve15 can be ordered and delivered by the school. 	<p>Admin Team</p>	<p>Oct 20</p>	
Estates / Premises					
Maintenance					
<ul style="list-style-type: none"> 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. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. 	<ul style="list-style-type: none"> Carry out an end of summer holiday commission of the premises as normal including testing of fire systems and flushing through of little used water outlets. Continue with normal maintenance and inspection activities, including contractor visits ensuring that statutory maintenance and inspection is carried out. 	<ul style="list-style-type: none"> Compliance testing carried out in both schools to continue Monthly fire alarm and water testing during the school holidays and system flushed out 	<p>Site Manager/Caretaker</p>	<p>Aug 20</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed. 				
Ventilation					
<ul style="list-style-type: none"> Once the school is in operation, it is important to ensure good ventilation. In classrooms, it will be important that schools improve ventilation (for example, by opening windows). HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. 	<ul style="list-style-type: none"> If air handling systems that move air between rooms are used that 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. Keep windows open in occupied rooms wherever possible. With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut. Doors at the top and base of 	<ul style="list-style-type: none"> 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 – open windows for ventilation <p>Cold Weather Update</p> <ul style="list-style-type: none"> As the weather gets colder, classrooms may get too cold to keep doors open all day. However, classrooms must open door during break/lunchtimes to ensure good ventilation. All high level windows should be open, in preference to low level, to reduce draughts. <ul style="list-style-type: none"> There may need to be flexibility to allow additional suitable indoor clothing. Furniture may need to be rearranged to avoid direct draughts. 	SBM/All Staff	<p>Sep 20</p> <p>Oct 20</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.				
Fire safety					
<ul style="list-style-type: none"> Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located. A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes. Other emergency procedures e.g. lockdown should be reviewed as required. 	<ul style="list-style-type: none"> 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 group and especially for new pupils to the school. 	<ul style="list-style-type: none"> 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 Key Stage. Headteacher to communicate changes at the start of term during staff training. 	SLT/All Staff	Sep 20	Oct 20
First aid and care provision					
<ul style="list-style-type: none"> The school must maintain suitable first aid and where needed paediatric first aid cover as normal. Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid. If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used. All first aid equipment will always be accessible. Children, young people, and students whose care routinely already involves the use of PPE due to 	<ul style="list-style-type: none"> Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields. Have first aiders and welfare staff been made aware of the measures in place and been provided 	<ul style="list-style-type: none"> First Aid kit to be taken outside for outdoor activities. Trained First Aider on duty. 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. 	SBM/SLT	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>their intimate care needs should continue to receive their care in the same way</p> <ul style="list-style-type: none"> If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. 	<p>with appropriate training and equipment.</p> <ul style="list-style-type: none"> Incidents must be recorded as per the school's normal arrangements. 	<ul style="list-style-type: none"> 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 			
School uniform					
<ul style="list-style-type: none"> It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All pupils will be expected to be in full school uniform from September. Parents will be encouraged to wash this regularly. 	SLT/All Staff	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Curriculum expectations					
Music					
<ul style="list-style-type: none"> Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. 	<ul style="list-style-type: none"> Plan provision to reduce risks e.g. physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. 	<ul style="list-style-type: none"> Lessons which include singing, chanting, playing wind or brass instruments or shouting may cause an additional risk of infection. Control measures of physical distancing, playing outside, limiting group size to 15, positioning pupils back to back or side to side, avoiding sharing of instruments and ensuring good ventilation. Disinfectant and wipes readily available to ensure instruments are cleaned after each use. 	All Staff	Sep 20	
Physical activity in schools					
<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> Prioritise outdoor sports wherever possible. Pupils should be kept in consistent groups. Sports equipment should be thoroughly cleaned between each use by different individual groups. 	<ul style="list-style-type: none"> Pupils come to school in their PE Kit on their PE days Shared equipment and resources to be cleaned after each use. 	All Staff	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> Schools are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment. 	<ul style="list-style-type: none"> Contact sports are to be avoided. 	<ul style="list-style-type: none"> 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. 			
Science					
<ul style="list-style-type: none"> In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department. Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use. Practical lessons adapted to carefully allow for safe-supervision of pupils using equipment and managing movement in the room. 	Teaching Staff	Sept 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</p>				
Design & Technology					
<ul style="list-style-type: none"> ■ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design & Technology. This would be expected to be led by the department. ■ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides. 	<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use. ■ Practical lessons adapted to carefully allow for safe-supervision of pupils using equipment and managing movement in the room. 	Teaching Staff	Sep 20	
Art					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department. ▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use. ▪ Practical lessons adapted to carefully allow for safe-supervision of pupils using equipment and managing movement in the room. 	Teaching Staff	Sep 20	
Drama					
<ul style="list-style-type: none"> ▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Drama. This would be expected to be led by the department. ▪ Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who 	<ul style="list-style-type: none"> ▪ 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, group 	<ul style="list-style-type: none"> ▪ Any lessons involving drama to ensure this is done in a well-ventilated area and ensure minimal contact between pupils. ▪ Props will be cleaned after use 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>work in performing arts, including arts organisations, venue operators and participants.</p> <ul style="list-style-type: none"> Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown. 	<p>work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.</p>				
Educational visits					
<ul style="list-style-type: none"> Domestic (UK) overnight and overseas educational visits at this stage are advised against. In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. 	<ul style="list-style-type: none"> Ensure educational visit planning and approval process is in place. Ensure existing groups remain together when on visits. Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues. 	<ul style="list-style-type: none"> No residentials will take place until further Government guidelines have been released. 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/All staff	Sep 20	
Extra-curricular provision					
<ul style="list-style-type: none"> 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. We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider 	<ul style="list-style-type: none"> Keep children within their year groups or bubbles where possible. Where this is not possible use small consistent groups. Additional cleaning may be required before / after sessions depending on school use of facilities during the day. 	<ul style="list-style-type: none"> For breakfast and after school clubs, identify measures where children can maintain groups within year group bubbles. Extra-curricular clubs to start after October half term to ensure all risks have been mitigated. Where possible virtual clubs will be offered via 	SLT/ All staff	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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>TEAMS prior to October half term.</p>			
Pupil wellbeing and support					
<ul style="list-style-type: none"> Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. 	<ul style="list-style-type: none"> Consider the provision of pastoral and extra-curricular activities to all pupils Provide more focused pastoral support where issues are identified that individual pupils may need help with. 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. 	<ul style="list-style-type: none"> Emotional Literacy Support (ELSA) in place to support pupils needing extra pastoral care. First 2 weeks - daily lesson will provide extra PSHE, Outdoor learning and team building. Monitor pupil well-being and report on CPOMS. 	<p>ELSA/ Senco/LSAs and teaching staff</p>	<p>Sep 20 ongoing</p>	
Behaviour expectations					
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to 	<ul style="list-style-type: none"> SENCO to create individual risk assessments, in line with any increased risks, for required pupils and share these with relevant staff and parents. 	<p>SENCO</p>	<p>Sep 20</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>others from the spread of coronavirus because of the behaviour.</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Identify if staff require additional training, equipment or space to carry out safe learning. ▪ PPE equipment available for all staff. 			
Contingency planning for outbreaks					
<ul style="list-style-type: none"> ▪ If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. ▪ 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. ▪ In the event of Tier 2 restrictions, school will remain fully open to all. 	<ul style="list-style-type: none"> ▪ Have plans in place for communicating closure. ▪ Have plans in place for remote provision of education including monitoring pupil engagement. ▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers. 	<ul style="list-style-type: none"> ▪ All school closure notices to be published on the school website, via Parentmail 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 	SLT/ Office	Sep 20	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>to provide home learning packs to pupils who are unable to access online learning.</p> <ul style="list-style-type: none"> ▪ Staff to regularly contact families via TEAMS or telephone. ▪ School to be open to vulnerable children and children of critical workers. Skeleton staff to enable this provision 			