

## Safety, Health and Environment (SHE)

### GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS DURING THE NATIONAL LOCKDOWN



This is an update of the GCC COVID-19 Risk Assessment to support the return of schools and educational settings from January 2021. The aim of the risk assessment is to implement protective measures in government guidance to prevent COVID-19 or reduce the spread of the infection if there is a positive case, both in the school and transmission to the wider community. This update is to reflect the changes in the government guidance whilst restricting attendance during the national lockdown.

## COVID-19 Risk Assessment for Schools & Educational Settings

ASSESS					
Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.					
*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE/PHE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.					
<b>Who may be at risk:</b> Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public. <b>Vulnerable groups:</b> 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. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate. Individuals who are clinically extremely vulnerable are advised to shield by staying at home.					
PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<b>Buildings</b> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks continue to be undertaken (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call,</li> </ul>	<b>Employees</b> <ul style="list-style-type: none"> <li>Involve employees in plans and listen to any suggestions on preventative measures that can be taken.</li> </ul> <b>Risk assessment shared with staff. NEU representation</b>	<b>Access</b> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> </ul> <b>All sites have controlled entry on all doors</b> <ul style="list-style-type: none"> <li>Building access rules clearly communicated through signage</li> </ul>	Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this. <b>'Bubbles'</b> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Bubbles kept as</li> </ul>	<b>Minimise contact with individuals who are unwell:</b> <ul style="list-style-type: none"> <li>Refer to PHE guidance.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent home and provided with information</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk</li> </ul>

<p>assembly areas, etc.).</p> <ul style="list-style-type: none"> <li>• Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room. <b>S2S room at JGC Meeting room, intervention corridor at Raikes Small intervention at Russet</b></li> <li>• Ensure school has sufficient supplies of PPE, face coverings, cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach.</li> <li>• Provide sufficient</li> </ul>	<p><b>considered.</b></p> <ul style="list-style-type: none"> <li>• Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments. <b>Individual risk assessments carried out for identified staff.</b></li> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment. <b>Risk assessment shared with all staff and available on school website.</b></li> <li>• Regular staff briefings. <b>Regular email updates in</b></li> </ul>	<p>on entrances.</p> <ul style="list-style-type: none"> <li>• School start times staggered so bubbles arrive at different times. <b>N/A</b></li> <li>• Floor markings outside school to indicate distancing rules (if queuing during peak times). <b>N/A social distancing displays in all centre entrances.</b></li> <li>• Screens installed to protect employees in reception. <b>Numbers limited to two people in the office at any one time.</b></li> <li>• Shared pens removed from reception. <b>All visitors to be signed in by reception staff. No shared pens.</b></li> <li>• Touch screen signing in devices</li> </ul>	<p>small as possible.</p> <ul style="list-style-type: none"> <li>• Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups. <b>Each site is recognised as one bubble – some movement between class groups may occur within this bubble.</b></li> <li>• Where pupil numbers are lower, implement key stage bubbles. <b>N/A</b></li> <li>• Where class size groups are not appropriate (e.g. KS4 &amp; KS5), look to implement year group sized bubbles. <b>N/A</b></li> <li>• If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and</li> </ul>	<p>on what to do next.</p> <ul style="list-style-type: none"> <li>• An unwell child awaiting collection will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>• Staff caring for a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> <li>○ a face mask worn if a distance of 2 metres cannot be maintained.</li> <li>○ if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>○ eye protection where there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.</li> </ul> </li> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned after they</li> </ul>	<p>assessment published on school intranet and website.</p> <ul style="list-style-type: none"> <li>• Nominated employees tasked to monitoring protection measures.</li> <li>• Members of staff are on duty at breaks to ensure compliance with rules.</li> <li>• Staff</li> </ul>
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<p>tissues in all rooms.</p> <ul style="list-style-type: none"> <li>Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing.</li> </ul> <p><b>Due to small numbers of pupils at centres whole site bubbles have been established.</b></p> <ul style="list-style-type: none"> <li>Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required.</li> </ul> <p><b>One way systems implemented on sites where possible</b></p> <ul style="list-style-type: none"> <li>Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes, separate staff rooms).</li> </ul>	<p><b>response to changing situation.</b></p> <ul style="list-style-type: none"> <li>Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> </ul> <p><b>Line manager to maintain contact. Outreach and non-centre staff to adhere to visitor arrangements on the sites being visited.</b></p> <ul style="list-style-type: none"> <li>Regular communications that those who have coronavirus symptoms, or who have someone in their household who</li> </ul>	<p>in reception cleaned regularly.</p> <p><b>N/A</b></p> <ul style="list-style-type: none"> <li>Hand sanitiser provided at all entrances.</li> <li>Bins provided on entrances to dispose of temporary face coverings.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>Wherever possible keep meetings on a virtual platform.</li> <li>Parents/carers and visitors coming onto the site without an appointment is not to be permitted</li> <li>Supply staff and other temporary or peripatetic staff follow the schools arrangements for managing and minimising risk.</li> </ul>	<p>implement zonal bubbles. <b>N/A</b></p> <ul style="list-style-type: none"> <li>Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control.</li> <li>Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> </ul> <p><b>Usual register maintained.</b></p> <ul style="list-style-type: none"> <li>School breakfast and after-school clubs to keep to the bubbles used during the school day where possible. <b>N/A</b></li> </ul> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>Whatever the size of the bubble, they are to be kept apart from other groups where possible. <b>N/A</b></li> <li>Groups use the</li> </ul>	<p>have left.</p> <ul style="list-style-type: none"> <li>Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>Sufficient handwashing facilities are available.</li> <li>Where there is no sink, hand sanitiser provided in classrooms.</li> <li>Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small</li> </ul>	<p>encouraged to report any non compliance.</p> <ul style="list-style-type: none"> <li>The effectiveness of prevention measures will be monitored by school leaders.</li> <li>This risk assessment will be reviewed if the risk level changes (e.g. following local/national</li> </ul>
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<p><b>Current lunch arrangements to be maintained to support pupils SEMH needs</b></p> <ul style="list-style-type: none"> <li>Evaluate the capacity of rooms and shared areas.</li> </ul> <p><b>During lockdown 3, in light of the new covid variant group sizes have been capped at 4 for secondary age pupils and 6 for primary age to maximise distancing of desks in classrooms</b></p> <ul style="list-style-type: none"> <li>Consider door signs mounted to identify max number in room/toilets at one time.</li> <li>COVID-19 posters/signage displayed.</li> <li>Consider one-way system if possible for circulation around the building.</li> <li>Stairways to be up or down only.</li> <li>Put down floor markings along the</li> </ul>	<p>does, are not to attend school.</p> <ul style="list-style-type: none"> <li>Information shared about testing available for those with symptoms.</li> </ul> <p><b>Weekly testing available for all secondary staff on site.</b></p> <ul style="list-style-type: none"> <li><b>Testing</b></li> <li>Standard Operating Procedures (SOP) understood and followed.</li> <li>Testing registration arrangements made and details shared with all participants.</li> <li>Adequate staff available to support testing.</li> <li>Testing staff are appropriately trained and provided with sufficient information to understand their duties and adhere</li> </ul>	<ul style="list-style-type: none"> <li><b>Volunteers limited and only used if essential for educational activities.</b></li> <li>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>Where possible visits arranged outside of school hours.</li> <li>A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>the name;</li> <li>a contact phone number;</li> <li>date of visit;</li> <li>arrival and departure time;</li> <li>the name of</li> </ul> </li> </ul>	<p>same classroom or area of a setting throughout the day. <b>N/A</b></p> <ul style="list-style-type: none"> <li>Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure. <b>N/A</b></li> <li>Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>Groups will stay within a specific “zone” of the site to minimise mixing. <b>N/A</b></li> <li>The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific</li> </ul>	<p>children and pupils with complex needs).</p> <ul style="list-style-type: none"> <li>Use resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</li> <li>Tissues to be provided.</li> <li>Bins for tissues provided and are emptied throughout the day.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Ventilation and AC systems working optimally.</li> <li>Heating used as necessary to ensure comfort levels are maintained when the building is occupied.</li> <li>Keep windows open a little (not wide open) to provide some natural background ventilation and open</li> </ul>	<p>lockdown or cases or an outbreak) and in light of updated guidance.</p>
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<p>middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.</p> <ul style="list-style-type: none"> <li>In areas where queues may form, put down floor markings to indicate distancing.</li> <li>Can separate doors be used for in and out of the building (to avoid crossing paths)</li> </ul> <p><b>Mostly pupils stay within the building during school day -all entering / exiting at the same time in a staggered way</b></p> <ul style="list-style-type: none"> <li>Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.</li> <li>Identify rooms that can be accessed directly from outside</li> </ul>	<p>to SOP.</p> <ul style="list-style-type: none"> <li>Written consent obtained for each participant before test is performed.</li> <li>Strict hygiene, social distancing and cleaning measures followed and reinforced.</li> <li>Testing staggered and timetabled to avoid overcrowding.</li> <li>Pupils/staff tested from the same bubble to avoid mixing.</li> <li>Procedures for participants with positive test results to be isolated and sent home.</li> <li>NB from the 22<sup>nd</sup> March all pupils and staff have taken the decision to engage with testing at home. However testing at school is available, using the above</li> </ul>	<p>the assigned staff member.</p> <ul style="list-style-type: none"> <li><b>Partnership pupils from mainstream schools will be permitted to joint GFAPS bubbles, though should not cross bubbles on any one day.</b></li> <li><b>Liaison will take place between GFAPS and home schools to work through the system of controls collaboratively to agree individual protocols.</b></li> <li><b>Whilst on site partnership pupils should adhere to the guidance in this risk assessment.</b></li> <li><b>Where practicable partnership pupils will be</b></li> </ul>	<p>bubbles.</p> <ul style="list-style-type: none"> <li>Large gatherings such as assemblies or collective worship with more than one group to be avoided. <b>Assemblies not held currently is Secondary.</b></li> <li><b>Primary Assemblies are socially distanced and contain only one bubble.</b></li> <li>Separate spaces for each group clearly indicated.</li> <li>Multiple groups do not use outdoor equipment simultaneously.</li> <li>Limiting the number of pupils who use the toilet facilities at one time.</li> <li>Allow pupils to have access to toilets at all times during the day to prevent queues</li> </ul>	<p>internal doors to increase air flow.</p> <ul style="list-style-type: none"> <li>Only open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school).</li> <li>Action should be taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible.</li> <li>Use fans for good air circulation.</li> <li>Air conditioning systems that normally run with a recirculation mode set up to run on full outside air.</li> <li>Ventilations system that removes and recirculates air to different rooms is turned off.</li> <li>Ventilation system remains on at all times, even when the building is unoccupied. The system set to operate</li> </ul>	
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<p>(to avoid shared use of corridors). <b>Due to pupils SEMH needs, onsite staff to assess if this is possible. No kitchen, specialist room or office space door should be propped open.</b></p> <ul style="list-style-type: none"> <li>Organise classrooms for maintaining space between seats and desks. <b>Individual desks set 1m apart in teaching rooms for secondary pupils.</b></li> <li>Arrange desks seating pupils side by side and facing forwards.</li> <li>Inspect classrooms and remove unnecessary items and furniture to make more space.</li> <li>Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different</li> </ul>	<p><b>protocol, should it be required.</b></p> <ul style="list-style-type: none"> <li>Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance.</li> <li>Heads of Departments/ teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> <li>Identify and plan lessons that could take place outdoors.</li> </ul>	<p><b>offered consecutive days in GFAPS at the beginning of end of a week.</b></p> <p><b>Outreach provision</b></p> <ul style="list-style-type: none"> <li><b>Liaison will take place between GFAPS and home schools to work through system of controls collaboratively to agree individual protocols prior to any visits.</b></li> <li><b>Outreach staff will work in a maximum of two schools per day, providing either a morning or afternoon session.</b></li> <li><b>Outreach staff should adhere to the policy of the school being visited whilst on their site.</b></li> <li><b>If staff are providing a single</b></li> </ul>	<p>developing at social times.</p> <ul style="list-style-type: none"> <li>The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same. <b>Centre staff largely maintained, however some crossover is necessary for whole school roles. All staff asked to mindful of the protocols of infection prevention.</b></li> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> <li>To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with</li> </ul>	<p>at lower ventilation rates during evenings and weekends.</p> <ul style="list-style-type: none"> <li>Occupants encouraged to wear additional, suitable indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered).</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>physical distancing;</li> <li>limiting group sizes;</li> <li>positioning pupils back-to-back or side-to-side;</li> <li>avoiding sharing of instruments;</li> <li>ensuring good ventilation.</li> </ul> </li> </ul>	
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<p>groups and frequently touched surfaces.</p> <ul style="list-style-type: none"> <li>Identify a suitable room(s) for asymptomatic testing. That is: <ul style="list-style-type: none"> <li>large enough to set up one-way and queuing system, registration area, multiple test stations, areas for processing and recording results.</li> <li>Allows for social distancing measures.</li> <li>can be kept separate from all other activities.</li> <li>is well lit.</li> <li>is clean, and easy to clean with non-porous flooring.</li> <li>can be ventilated.</li> </ul> </li> </ul> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. <b>Not necessary at this time but to be reviewed if</b></li> </ul>	<p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>Review EHCPs where required.</li> <li>Communicate to parents on the preventative measures being taken.</li> <li>Post the risk assessment or details of measures on school website.</li> <li>Parents and pupils informed about the process that has been agreed for drop off and collection.</li> <li>Ensure parents have a point of contact for reassurance as to the plans put in place. <b>Parents should contact the centre lead in the first instance.</b></li> <li>Limit the equipment</li> </ul>	<p><b>or group intervention the school should provide a suitably sized room to enable social distancing to be maintained</b></p> <ul style="list-style-type: none"> <li><b>Outreach staff will be given personal sanitizer kits for work in schools.</b></li> </ul>	<p>children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups. <b>N/A</b></p> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>Furniture in classrooms, PPA work rooms and staffrooms where staff may work or meet together, spaced 2 metres apart.</li> <li>Staff sharing rooms do not work facing each other.</li> <li>Staff to keep 2 metres from other adults as much as possible.</li> <li>Where possible staff to maintain distance from their pupils, staying at the front of the</li> </ul>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff. <b>Sanitising wipes to be provided in each classroom with a sanitise as you go policy.</b></li> <li>Thorough cleaning of rooms at the end of the day.</li> <li>Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> <li>Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> <li>Outdoor equipment appropriately cleaned frequently.</li> <li>Toilets to be cleaned regularly.</li> <li>Hand sanitiser provided for the operation of lifts. <b>N/A</b></li> </ul>	
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<p><b>pupil numbers increase.</b></p> <ul style="list-style-type: none"> <li>Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups.</li> <li>When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.</li> </ul> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>Safeguarding/child protection</li> <li>Behaviour</li> <li>Curriculum</li> <li>NQTs</li> <li>Special educational needs</li> <li>Visitors to school</li> </ul> </li> </ul> <p><b>See individual policies for updates</b></p>	<p>pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</p> <p><b>Phones to be placed and removed from plastic wallets by the pupil.</b></p> <ul style="list-style-type: none"> <li>Bags are allowed.</li> <li>All pupils told to provide personal equipment (pens, pencils, rulers calculators etc.) to ensure no shared use in class. <b>Pupils issued with individual equipment in each lesson.</b></li> <li>Parents informed only one parent to accompany child to school.</li> </ul>		<p>class.</p> <ul style="list-style-type: none"> <li>Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff.</li> <li>The occupancy of staff rooms and offices limited.</li> <li>Use of staff rooms to be minimised.</li> <li>Staff in shared spaces (e.g. office) to avoid working facing each other.</li> <li>Reducing use of lifts to only those that need to use them. <b>N/A</b></li> <li>Lifts are single occupation only (if</li> </ul>	<ul style="list-style-type: none"> <li>Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p><b>PPE</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in</li> </ul>	
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<ul style="list-style-type: none"> <li>• Ensure website is compliant with regards to the publishing of policies.</li> <li>• Establish a visitors' protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place. <b>Visitors details will be recorded for track and trace purposes</b></li> <li>• Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available. <b>Supervision support is available regularly. Staff have been trained in the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents and pupils encouraged to walk or cycle where possible.</li> <li>• Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</li> <li>• Staggered drop-off and collection times planned and communicated to parents. <b>Not applicable due to pupil numbers.</b></li> <li>• Made clear to parents that they cannot gather at entrance gates or doors.</li> <li>• Encourage parents to phone school and make</li> </ul>		<p>2 metres not achievable).<b>N/A</b></p> <ul style="list-style-type: none"> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> <li>• Older children to be encouraged to keep their distance within bubbles. <b>Please refer to behaviour policy. Staff will continue to use Team Teach, where necessary, to maintain safety.</b></li> </ul> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>• Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> <li>• Taking books and other shared resources home limited, although</li> </ul>	<p>which case the same PPE should continue to be used.</p> <p><b>Face coverings</b> <b>Secondary schools</b></p> <ul style="list-style-type: none"> <li>• <b>Face coverings to be worn by pupils, staff and visitors (unless exempt), outside classrooms and when moving around the premises.</b></li> <li>• <b>Face coverings should be worn in classrooms or during activities if social distancing cannot be maintained.</b></li> <li>• Pupils, staff and visitors will be expected to provide their own face covering.</li> <li>• A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe.</li> <li>• Cleaning of hands before and after removing or putting on face covering.</li> <li>• Face coverings placed in</li> </ul>	
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<p><b>recovery curriculum, enabling them to empathise with pupils and provide initial support for pupils.</b></p> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>• Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>• Plan how to inform staff members and parents/ carers that they will need to be ready and willing to <ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms;</li> <li>○ inform the school immediately of the results of a test;</li> <li>○ provide details of anyone they have been in close contact with;</li> <li>○ self-isolate if necessary.</li> </ul> </li> </ul>	<p>telephone appointments if they wish to discuss their child (to avoid face to face meetings).</p> <ul style="list-style-type: none"> <li>• Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>• Discussion with</li> </ul>		<p>unnecessary sharing avoided.</p> <ul style="list-style-type: none"> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>• Sports equipment thoroughly cleaned between each use.</li> <li>• Outdoor sports should be prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Adequate ventilation through opening windows and doors</li> <li>• Staff fully aware of COVID-19 guidance</li> </ul>	<p>sealable plastic bags between use.</p> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Check if qualifications run out. Consider enrolling more staff on training.</li> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted: <ul style="list-style-type: none"> <li>○ washing hands or using hand sanitiser, before and after treating injured person;</li> <li>○ wear gloves or cover hands when dealing with open wounds;</li> <li>○ if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>○ if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in</li> </ul> </li> </ul>	
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	<p>caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts). <b>Not applicable due to student numbers.</b></p> <ul style="list-style-type: none"> <li>• Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys.</li> <li>• Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> </ul>		<p>issued by the relevant sports governing bodies for team sports and the required actions for each sport – Skylark</p> <ul style="list-style-type: none"> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> </ul> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>• No educational visits to take place during national lockdown.</li> <li>• <b>Skylark and Forest School will continue to operate under the PE guidance above.</b></li> <li>• <b>All staff and secondary pupils to wear face</b></li> </ul>	<p>asphyxial arrest.</p> <ul style="list-style-type: none"> <li>○ dispose of all waste safely.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> <li>• No lettings during lockdown.</li> </ul>		<p><b>coverings on the minibus.</b></p> <ul style="list-style-type: none"> <li>• <b>Staff to clean out the transport after use.</b></li> <li>• <b>Pupils to wipe down their seats as they disembark.</b></li> <li>• <b>Hand sanitiser to be used when boarding and disembarking.</b></li> </ul>		
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<ul style="list-style-type: none"> <li>• <b>Temporary School Lockdown and Pupil Isolation Procedure.</b></li> </ul>				
<p>Temporary school lockdown Pupil isolated at home</p>	<ul style="list-style-type: none"> <li>• Develop bank of online resources that can be used to shape remote learning</li> <li>• Plan for remote education for pupils to go alongside classroom teaching using the Microsoft Teams platform to deliver remote lessons.</li> <li>• Prepare arrangements to allow remote learning to take place should a partial or full closure at any point in the next academic year.</li> <li>• All 3 centres to be used during partial lockdown.</li> <li>• 2 teams to be created where possible within each centre on a weekly rota basis</li> <li>• When team A is on site Team B will provide Microsoft Team lessons by key workers.</li> <li>• When team B is on site Team A will provide Microsoft Team lessons by key workers.</li> <li>• Yellow sleuth to be used during lockdown to report on welfare calls.</li> </ul>	<p>CL's Teachers TA's SEND</p>	<ul style="list-style-type: none"> <li>• E-praise system to send work home.</li> <li>• Work to be sent out all pupils by staff at the start of lockdown.</li> <li>• Teams meeting by teacher key worker to ensure work is being completed, answer any questions and provide daily feedback to all teachers on work set.</li> <li>• Teams meeting by support staff will include welfare check and PSHE activity.</li> <li>• Timetable for teams to be</li> </ul>	

			created and pupils allocated key workers.
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Specific Issue	Actions including messages	Who	Notes
Suspected case in school (staff or pupil)	<ul style="list-style-type: none"> <li>• Anyone with Covid-19 symptoms, or have someone in their household who does, not to attend school.</li> <li>• If staff or families develop symptoms they must – book a test; inform the school immediately of the results; Guidance to be provided on booking tests if they display symptoms, TEST and TRACE process in place; self-isolate if necessary.</li> <li>• Contact relevant agencies e.g. LA / Public Health England in the event of a confirmed case.</li> <li>• Deep clean core areas</li> <li>• Inform staff</li> <li>• Core reminders of hygiene</li> <li>• Contact parents – general information about sickness etc.</li> <li>• Information shared about testing available for those with symptoms.</li> <li>• If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance</li> <li>• If anyone is awaiting collection, they should be</li> </ul>	SLT	

	<p>moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the pupil and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.</p> <ul style="list-style-type: none"> <li>• If the anyone needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. –</li> <li>• PPE should be worn by staff caring for anyone while they await collection if a distance of 2 metres cannot be maintained.</li> <li>• In an emergency, call 999 if anyone is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</li> </ul>		
Confirmed case in school	<ul style="list-style-type: none"> <li>• Deep clean core areas</li> <li>• Inform staff</li> <li>• Core reminders of hygiene</li> <li>• Contact parents – general information about sickness etc. and the key next steps e.g. closure of a class / school/ or carry on etc.</li> <li>• Information shared about testing available for those with symptoms.</li> </ul>	- SLT, Site	
Confirmed case in a family (staff or pupil)	<ul style="list-style-type: none"> <li>• Children in the family to remain at home for a fixed period of time</li> <li>• Deep clean of the classroom and school</li> </ul>	SLT; Site	