

## Safety, Health and Environment (SHE)

# GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS

(Revised for full reopening in September 2020)

**Stone with Woodford C of E Primary School**

**Red = School Measures Taken**

**Blue = Actions to be taken before Sept. 1<sup>st</sup>.**



Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and PHE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a 'system of controls', the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this. The aim of the risk assessment is to implement protective measures 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.

Community and controlled schools must send their risk assessment to [she@gloucestershire.gov.uk](mailto:she@gloucestershire.gov.uk) by 4<sup>th</sup> September. Any other schools that would like their risk assessments to be checked by SHE can also send them but are not required to do so.

## COVID-19 Risk Assessment for reopening schools

### 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 '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.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

**Vulnerable groups:** 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 for those who are very anxious about returning to their workplace.

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
<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). <b>All above checks carried out</b></li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.). <b>No whole school assemblies taking place. All Escape routes Reviewed. Class or Zoom</b></li> </ul>	<p><b>Employees</b></p> <ul style="list-style-type: none"> <li>Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.</li> <li>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments. <b>Flow diagram provided by GCC</b></li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries). <b>See access in 1<sup>st</sup> Column</b></li> <li>Building access rules clearly communicated through signage on entrances. <b>Yes</b></li> <li>School start times staggered so bubbles arrive at different times. <b>Yes</b></li> <li>Floor markings outside school to</li> </ul>	<p>Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.</p> <p><b>'Bubbles'</b></p> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups.</li> </ul>	<p><b>Minimise contact with individuals who are unwell:</b></p> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</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</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments. <b>Yes</b></li> <li>Risk assessment published on school intranet and website. <b>Yes</b></li> <li>Nominated employees tasked to monitoring protection measures. <b>Yes HT</b></li> <li>Members of staff are on duty at breaks to ensure compliance with</li> </ul>

<p><b>based worship.</b></p> <ul style="list-style-type: none"> <li>Ventilation and AC systems working optimally; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent). <b>Due to the age of the building ventilation is achieved by having doors and windows open. In the Winter this may require some form of extraction but noise from such units is a challenge. Check Velux window openings and service if required.</b></li> <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>In this event the School Cottage has been designated. An isolated building in the school grounds.</b></li> <li>Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements. <b>All the equipment is on site and notices to explain where it is stored. Audit</b></li> </ul>	<p><b>used to identify actions.</b></p> <ul style="list-style-type: none"> <li>Employees fully briefed about the plans and protective measures identified in the risk assessment. <b>All the above covered in the planning sessions that have taken place.</b></li> <li>Regular staff briefings. <b>Daily</b></li> <li>Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> <li>Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>Information shared about testing available for those with symptoms.</li> <li>Where there are appropriate</li> </ul>	<p>indicate distancing rules (if queuing during peak times).</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>Screens installed to protect employees in reception. <b>Reception is too small to accommodate screens. Very restricted access to the reception. See above regarding appointments.</b></li> <li>Shared pens removed from reception. <b>Yes</b></li> <li>Hand sanitiser provided at all entrances. <b>Yes</b></li> <li>Pupils, staff and visitors to remove face coverings at school and wash hands immediately on arrival. <b>Yes</b></li> <li>Covered bins provided on entrances to dispose of temporary face coverings. <b>Large refuse bin at school gate.</b></li> <li>Sealable plastic bags provided for reusable face</li> </ul>	<ul style="list-style-type: none"> <li>Where pupil numbers are lower, implement key stage bubbles. <b>All implemented</b></li> <li>If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles. <b>Yes</b></li> <li>Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control. <b>NA</b></li> <li>Keep a record of pupils and staff in each bubble, lesson or close contact group. <b>Yes</b></li> <li>School breakfast and after-school clubs to keep to the bubbles used during the school day where possible. <b>Such activities have been stopped until further experience of full opening has been possible</b></li> </ul> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>Whatever the size of the bubble, they</li> </ul>	<p>and provided with information 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 a child awaiting collection to keep a distance of 2 metres.</li> <li>PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</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 have left.</li> <li>Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days. <b>Yes to all the above</b></li> </ul>	<p>rules.</p> <ul style="list-style-type: none"> <li>Staff encouraged to report any non compliance.</li> <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 lockdown or cases or an outbreak) and in light of updated guidance.</li> </ul> <p><b>All the above noted understood and implemented.</b></p>
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<p>carried out and Hand sanitisers are to be installed in at least two key positions. Two automatic soap dispensers to be installed in the two toilets.</p> <ul style="list-style-type: none"> <li>• Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach. Suitable bins in all classrooms and offices with signage.</li> <li>• Provide sufficient tissues in all rooms.</li> <li>• Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing. Due to the size of the premises and grounds this is difficult but the Field and Playground are treated as separate zones.</li> <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. Plan in place. Coloured zones identified on school plan.</li> <li>• Consider separate facilities be provided for meals and refreshments in</li> </ul>	<p>sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance.</p> <p>All the above catered for.</p> <ul style="list-style-type: none"> <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. All the above carried out</li> <li>• Consider how online resources can be used to shape remote learning. Online learning programmes adopted with successful sustained systems and resources.</li> <li>• Plan for remote education for pupils, alongside</li> </ul>	<p>coverings to take home with them. Bags available.</p> <ul style="list-style-type: none"> <li>• Gathering at the school gates prohibited. Yes</li> <li>• Staff on duty outside school to monitor protection measures. Yes at the start and end of each day.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.). Yes</li> <li>• Parents/carers and visitors coming onto the site without an appointment is not to be permitted.</li> </ul> <p>Implemented. See above</p> <ul style="list-style-type: none"> <li>• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Yes</li> <li>• Where possible visits arranged</li> </ul>	<p>are to be kept apart from other groups where possible.</p> <ul style="list-style-type: none"> <li>• Groups use the same classroom or area of a setting throughout the day.</li> <li>• Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</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.</li> </ul> <p>All the above implemented</p> <ul style="list-style-type: none"> <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 bubbles. Yes</li> <li>• Large gatherings such as assemblies or</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. Additional sanitiser bottles made available.</li> <li>• Where there is no sink, hand sanitiser provided in classrooms. Yes</li> <li>• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser. Wipes are less likely to be used in favour of washing hands.</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. Yes</li> <li>• Staff help is available for pupils who have trouble cleaning their hands independently (e.g.</li> </ul>	
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<p>different zones (e.g. pods, kiosks, cafes).  <b>There is no dining room. Meals are eaten in classrooms occupied only by those in that bubble. Food will consist of limited menu to enable the delivery of food to the classroom.</b>  Evaluate the capacity of rooms and shared areas. <b>If all rooms are not used the school cannot open to all 90 pupils!! There is some concern in some spaces where additional precautions will need to be taken.</b></p> <ul style="list-style-type: none"> <li>Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc.</li> </ul> <p><b>Staggered lunches in bubbles only served 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> </ul> <p><b>Such notices will be posted on toilet doors and the office door.</b></p>	<p>classroom teaching in case of a lockdown or pupils having to isolate. <b>As described in previous section.</b></p> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>Review EHCPs where required. <b>Any meetings held with outside agencies to be in the School Cottage. See Plan.</b></li> <li>Educate pupils before they return about the need to stay apart from others and expectations around hygiene. <b>Letter to parents and start of term arrangements.</b></li> <li>Communicate to parents on the preventative measures being taken. <b>See above</b></li> <li>Post the risk assessment or details of measures on school website. <b>Done</b></li> <li>Parents and pupils informed about the process that has been agreed for drop off and collection. <b>Yes</b></li> <li>Ensure parents</li> </ul>	<p>outside of school hours. <b>Yes</b></p> <ul style="list-style-type: none"> <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 the assigned staff member.</li> </ul> </li> </ul> <p><b>All implemented. Each visitor's details kept for 21 days.</b></p>	<p>collective worship with more than one group to be avoided .  <b>Not being held</b></p> <ul style="list-style-type: none"> <li>Separate spaces for each group clearly indicated. <b>In classrooms as bubbles.</b></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. <b>Due to size of toilets three children only at a time.</b></li> <li>Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.</li> <li>The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same. <b>Implemented</b></li> <li>Staff that move between classes and year groups, to</li> </ul>	<p>small 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. <b>Yes for the above</b></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. <b>Yes Lessons at the start of each school term.</b></li> <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</li> </ul>	
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<ul style="list-style-type: none"> <li>• COVID-19 posters/ signage displayed. <b>Signs posted at each doorway and school entrance.</b></li> <li>• Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered. <b>Movement staggered due to different breaks and lunchtimes. Restricted spaces are designated as one way.</b></li> <li>• Consider one-way system if possible for circulation around the building. <b>One way system in place but corridors are narrow and limit distancing.</b></li> <li>• Stairways to be up or down only. <b>Only one stairway to staff from and library which is prohibited to children.</b></li> <li>• Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs. <b>Lines and Arrows on the floor.</b></li> <li>• In areas where queues</li> </ul>	<p>have a point of contact for reassurance as to the plans put in place.</p> <ul style="list-style-type: none"> <li>• <b>All school email addresses and the telephone number is made available to all parents.</b></li> <li>• Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. <b>Letter to parents and monitoring at the start of each day.</b></li> <li>• Bags are allowed. <b>For Year 5 and 6 only, one school bag to contain the minimum amount. For other year groups only lunch boxes.</b></li> <li>• All pupils told to provide personal equipment (pens, pencils, rulers calculators etc.) to ensure no shared use in class.</li> </ul> <p><b>Only Years 5 and</b></p>		<p>keep their distance from pupils and other staff. <b>Yes</b></p> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <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 class. <b>Yes</b></li> <li>• Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone. <b>Yes</b></li> <li>• Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff. <b>Implemented</b></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. <b>Yes</b></li> </ul>	<p>instruments or singing in small groups such as in music lessons include:</p> <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ playing outside wherever possible;</li> <li>○ limiting group sizes to no more than <b>30</b>;</li> <li>○ <b>as this is the class size and therefore the bubble</b></li> <li>○ positioning pupils back-to-back or side-to-side;</li> <li>○ avoiding sharing of instruments;</li> <li>○ ensuring good ventilation. <b>Yes to all the above</b></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>Yes</b></li> <li>• Thorough cleaning of rooms at the end of the day. <b>Yes</b></li> <li>• Shared materials and surfaces to be</li> </ul>	
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<p>may form, put down floor markings to indicate distancing.</p> <p>Spots stuck to floors to mark distances as possible queue sites.</p> <ul style="list-style-type: none"> <li>• Can separate doors be used for in and out of the building (to avoid crossing paths).</li> </ul> <p>All access to classrooms from outside doors. Main entrance for staff and visitors only. Children met at the school gate by MoS.</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> </ul> <p>All classroom doors propped open with precautions for security. Gate entrance on Keyed entry code with camera.</p> <p>Main entrance to building is coded.</p> <ul style="list-style-type: none"> <li>• Identify rooms that can be accessed directly from</li> </ul>	<p>6 allowed to bring very limited personal kit. If they bring to school, it stays in school.</p> <ul style="list-style-type: none"> <li>• Parents informed only one parent to accompany child to school. <b>Yes</b></li> <li>• Parents and pupils encouraged to walk or cycle where possible. <b>Yes</b></li> <li>• Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school. <b>Yes but not likely.</b></li> <li>• Staggered drop-off and collection times planned and communicated to parents. <b>Yes</b></li> <li>• Made clear to parents that they cannot gather at entrance gates or doors. <b>Yes</b></li> <li>• Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to</li> </ul>		<ul style="list-style-type: none"> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance. <b>Yes</b></li> <li>• Older children to be encouraged to keep their distance within bubbles. <b>Yes</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 unnecessary sharing avoided.</li> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens. <b>All of the above implemented</b></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</li> </ul>	<p>cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.). <b>Yes Staff clean vulnerable areas after each use.</b></p> <ul style="list-style-type: none"> <li>• Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles. <b>Yes</b></li> <li>• Outdoor equipment appropriately cleaned frequently. <b>Train and Ticket Office out of bounds.</b></li> <li>• Toilets to be cleaned regularly. <b>Yes. Pupils reminded regularly of good habits when using the toilets.</b></li> <li>• Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having</li> </ul>	
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<p>outside (to avoid shared use of corridors).</p> <p><b>All classrooms.</b></p> <ul style="list-style-type: none"> <li>Organise classrooms for maintaining space between seats and desks.</li> </ul> <p><b>Completed as far as is possible considering the limitations of classroom size and shape. All children front facing.</b></p> <ul style="list-style-type: none"> <li>Arrange desks seating pupils side by side and facing forwards.</li> </ul> <p><b>Completed</b></p> <ul style="list-style-type: none"> <li>Inspect classrooms and remove unnecessary items and furniture to make more space.</li> </ul> <p><b>All done.</b></p> <ul style="list-style-type: none"> <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 groups and frequently touched surfaces.</li> </ul>	<p>face meetings). <b>Yes see above.</b></p> <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 caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li><b>All the above completed</b></li> <li>Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> <li>Limit visitors by exception (e.g. for priority contractors,</li> </ul>		<p>thoroughly cleaned between each use.</p> <ul style="list-style-type: none"> <li>Contact sports avoided until guidance changes.</li> <li>Outdoor sports should be prioritised where possible.</li> <li>Large indoor spaces used where it is not.</li> <li><b>All the above implemented.</b></li> <li>Distance between pupils from mixed bubbles will be maximised. <b>Yes</b></li> <li>Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> <li><b>No such activities undertaken until more experience has been possible.</b></li> </ul> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>From the autumn term, non-overnight educational visits only. <b>Only outdoor visits are being planned.</b></li> <li>Risk assessments</li> </ul>	<p>more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces. <b>Yes</b></p> <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 which case the same PPE should continue to be used.</li> </ul> <p><b>All of the above noted and understood. See previous sections</b></p>	
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<p>All done.</p> <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.</li> <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>Above three items catered for.</p> <ul style="list-style-type: none"> <li>Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.</li> </ul> <p>Electronic communications set up for home/school use. Delivery of work for those without internet access. Website updated and accessible to all homes.</p>	<p>emergencies etc.). No other building users. Regular visitors updated.</p> <p><b>Lettings and non-school users</b></p> <ul style="list-style-type: none"> <li>Out of school settings for children are permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines. See above NA.</li> </ul>		<p>of visits and journeys to be undertaken by visit leaders. Yes</p> <ul style="list-style-type: none"> <li>No overnight and overseas visits until government guidance changes.</li> <li>Pupils grouped together on transport in the same bubbles that are adopted within school where possible. Yes</li> <li>Journey's planned with to allow distancing within vehicles (this may mean large vehicles or more are used). Yes</li> <li>Use of hand sanitiser upon boarding and/or disembarking. Yes</li> <li>Cleaning of vehicles between each journey.</li> </ul> <p>All the above will apply. School will ensure that only approved and agreed transport providers will be used.</p>	<p>on PPE.</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:</li> <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 asphyxial arrest.</li> <li>dispose of all waste</li> </ul>	
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<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. <b>Yes</b></li> <li>○ Behaviour <b>Yes</b></li> <li>○ Curriculum <b>Ongoing</b></li> <li>○ NQTs <b>NA</b></li> <li>○ Special educational needs. <b>Individual Risk Assessments carried out where necessary.</b></li> </ul> </li> <li>○ Visitors to school. <b>Yes</b></li> <li>• Ensure website is compliant with regards to the publishing of policies. <b>Completed</b></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>No visitors without appointment. Signing in process changed to comply with revised regulations.</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</li> </ul>				<p>safely.</p> <p><b>All of the above noted, understood and catered for.</b></p>	
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<p>teachers is available.</p> <p>All staff and governors aware of the measures circulated at regular intervals.</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. <b>Yes.</b> Posters required to include measures to be taken.</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>Letter to be sent to all parents re September start to include all the above.</p>					
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- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

- <https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace>
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