

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

Site / school name:	The Matthew Arnold School		
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:	Mary Gould	Date of completion:	23.08.20
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 1.2 – 28 August 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.
Date of review:	23 August 2020	Reviewed by:	M Gould R Isaac	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Comments above included to reflect the local context. Next review 01.09.20
Date of review:	28 August 2020	Reviewed by:	MG/RI	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Inclusion of BET recommendations in the use of face coverings

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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 and measures

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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.					
Measures to stop persons coming into school with coronavirus symptoms					
<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? 	<ol style="list-style-type: none"> 1. Parents informed in 'September Arrangements' document in July and reminded in weekly term-time updates and tweets 2. Website tab dedicated to full reopening 3. Signage at all external and internal entrances to school 4. Visitors to site discouraged where satisfactory alternatives can be found 5. NHS questionnaire adapted for school purposes to be completed by all visitors to site and stored/deleted according to GDPR 	<ol style="list-style-type: none"> 1. MG 2. MG/MS 3. AA/MG 4. MG 5. MG/MH 	<ol style="list-style-type: none"> 1. 17.07.20 2. Aug 20 3. 01.09.20 4. 01.09.20 5. 01.09.20 	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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. 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 possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. ▪ 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 	<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? 	<ol style="list-style-type: none"> 1. PHE flowchart updated to include 10-day window, then explained and delivered in training to all staff 2. Two meeting rooms deep-cleaned and reserved solely for suspected cases 3. Further training for identified medical, welfare and site staff including: 4. PPE training and 5. Clear and verifiable procedures for contacting local public health protection team 	<ol style="list-style-type: none"> 1. MG 2. Site 3. MG/AH/AA 4. AH 5. MG 	<ol style="list-style-type: none"> 1. 02.09.20 2. Ongoing 3. 02.09.20 4. 02.09.20 5. 02.09.20 	

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<p>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> <ul style="list-style-type: none"> ▪ 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 after they have left to reduce the risk of passing the infection on to other people. 					
<p>2. Clean hands thoroughly more often than usual.</p>					
<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 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. ▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future. 	<ul style="list-style-type: none"> ▪ Build hand washing into school routines so that children wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. ▪ 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. 	<ol style="list-style-type: none"> 1. Detailed procedure included with 'September arrangements' document to parents, posted on website and retweeted regularly 2. Posters in all toilets and classrooms 3. Training for students on induction sessions 4. Identified toilets for each bubble 5. Fixed hand sanitisers at key points in corridors, checked daily 	<ol style="list-style-type: none"> 1. MG/MS 2. AA 3. MG 4. PW 5. AA 6. AA 7. AA 8. All 9. AA 10. MG 	<ol style="list-style-type: none"> 1. 17.07.20 onwards 2. 01.09.20 3. 03-07.09.20 4. 17.07.20 5. 01.09.20 6. 01.09.20 7. 01.09.20 8. 01.09.20 9. Onoing 	

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	<ul style="list-style-type: none"> ▪ 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 all pupils and colleagues are adhering to principles of good hygiene. 	<ol style="list-style-type: none"> 6. Sanitiser bottles in each room, checked daily 7. Procedure for immediate/daily replenishment 8. Staff administer gel in classrooms 9. Stock levels maintained 10. Staff trained in September and reminded in weekly training and bulletins of need for high standards of hygiene, acting as role models and the need for vigilance 		10. 01.09.20 and weekly	
<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 	<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 all pupils and colleagues are adhering to principles of good hygiene. 	<ol style="list-style-type: none"> 1. Bins and tissues in all rooms 2. Training to staff and students in September induction - differentiated according to audience 3. Weekly reminders to staff in training and bulletins of need for high standards of hygiene, acting as role models and the need for vigilance 4. Staff and students to wear face coverings inside the building in corridors and other communal areas. Face coverings do not need to be worn in classrooms except by visitors (eg a member of the admin staff bringing a 	<ol style="list-style-type: none"> 1. AA 2. MG 3. MG 4. MG 5. MG 6. MG 	<ol style="list-style-type: none"> 1. 01.09.20 2. wb 31.08.20 3. 01.09.20 and ongoing 4. 01.09.20 5. 01.09.20 6. 01.09.20 	

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<p>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 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. 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>	<ul style="list-style-type: none"> ▪ How to adopt the BET recommendations for the wearing of face coverings ▪ 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. Employers should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools. 	<p>message or a colleague on a learning walk)</p> <ol style="list-style-type: none"> 5. Communication with all stakeholders (letter, email, staff and student conferences) and website) 6. Procedures for staff on gate duties on safe disposal of face masks in designated bins 			

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

Enhanced cleaning regime

<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 regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. 	<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, including main entrance doors and commonly used doors cleaned more frequently? 	<ol style="list-style-type: none"> 1. Enhanced cleaning programme with daily checklist includes: <ol style="list-style-type: none"> a) Decluttering rooms according to published criteria b) Ensuring staff do not subsequently leave clutter in rooms c) Frequent emptying of bins 	1. AA/site	01.09.20	
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<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. 	<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. 	<ul style="list-style-type: none"> d) Wiping of frequently-touched surfaces as detailed in point 3 at least twice per day e) Procedures for cleaning of equipment/resources for multi-use - eg computers, music keyboards, calculators f) Communication to staff and students 			
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. ▪ 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. 	<ol style="list-style-type: none"> 1. Meeting with cleaning contractors and site team regarding new/hazardous cleaning materials to ensure COSHH risk assessment and procedures for disseminating information 	1. AA	1. Summer holidays	
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 	<ol style="list-style-type: none"> 1. Training of all identified staff - differentiated according to need <ul style="list-style-type: none"> ▪ Medical 	1. AA/MG	1. 01.09.20	

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	<p>disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</p> <ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Site Cleaners Caterers Duty Teaching staff Support staff 			

5. Minimise contact between individuals and maintain social distancing wherever possible.

Maintaining groups or bubbles

<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 	<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 	<p>1. See attached 'September plan' for full details. Summary points:</p> <ul style="list-style-type: none"> Year groups in 'bubbles' Bubbles in zones Each bubble has allocated toilets 	<p>1. PW</p>	<p>1. 01.09.20</p>	
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<p>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.</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 	<p>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.</p> <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"> ▪ Zones include inside and outside break areas ▪ Food is pre-ordered and brought to zones ▪ Social distancing maintained as practicable 			

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<p>practical logistics within and around school, they can look to implement year group sized ‘bubbles’.</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. 					

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 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 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. 					
Measures within the classroom					
<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. 	<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. 	<ol style="list-style-type: none"> All classes use forward-facing seating, with the exception of practical-based or specialist rooms, where CLEAPPS GL343 and 344 guidance will be followed (see below) Extra furniture cleared Seating plans keep one student to the same desk within a room Staff desks replaced with exam desk to reduce clutter and create more space Weather permitting, windows and doors will be open in accordance with fire safety procedure detailed below Where air conditioning is available, this will be used in accordance with guidance in premises below 	<ol style="list-style-type: none"> MG AA MG Site Staff Site 	<ol style="list-style-type: none"> 01.09.20 Summer 01.09.20 Summer Ongoing Ongoing 	

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"> 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. 					
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. 	<ol style="list-style-type: none"> Assemblies delivered through teams Fire/evacuation drills practised in year bubbles Start/finish times of lessons adjusted to maintain distancing of bubbles during lesson changeover/breaks/specialist classrooms Temporary suspension of lockers Timetable allows for cleaning of shared spaces Most furniture removed from staff room Other staff work areas allocated and similarly prepared 	<ol style="list-style-type: none"> SLT/HOYs SLT/HOYs PW PW MG Site Staff/site 	<ol style="list-style-type: none"> Ongoing All by 11.09.20 01.09.20 01.09.20 01.09.20 17.07.20 01.09.20 	
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 	<ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart. 	<ol style="list-style-type: none"> Staggered starts/finish using form time at start and end of day Breaks/lunchtimes remain the same but in zones 	<ol style="list-style-type: none"> PW PW MG HOYs 	<ol style="list-style-type: none"> 01.09.20 01.09.20 17.07.20 03/04.09.20 	

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<p>and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</p> <ul style="list-style-type: none"> 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"> 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. 	<ol style="list-style-type: none"> Letter/website/social media communication to parents Students trained on correct use of disposable and reusable masks on induction days, including use on public transport 			
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; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	<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 and taken home from school? Is there a consistent policy for marking books? Are classroom resources included as part of an enhanced cleaning regime? Are shared resources cleaned between use? Is outdoor playground equipment cleaned more frequently? 	<ol style="list-style-type: none"> Basic named stationery kit including glue sticks given to all students on first day Resources which are easy to sanitise between use (IT equipment, keyboards, calculators) used under guidance of class teacher Specialist equipment used on rotation (48 hours between use or 24 if daily cleaning is possible) Older students encouraged to use own specialist equipment Books are for student use only - all marking/assessment of student work done using Teams Photocopying planned in advance and distributed by 	<ol style="list-style-type: none"> Tutors Staff PW/HODs HOYs All All staff 	<ol style="list-style-type: none"> 07.09.20 Ongoing 01.09.20 and ongoing Ongoing Ongoing Ongoing 	

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"> 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>teacher with sanitising before and afterward</p>			
<p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p>					
<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 schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<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 provided with appropriate training and information on correct use and disposal? 	<ol style="list-style-type: none"> Audit of stock undertaken weekly PPE in designated areas Training on correct use and disposal of PPE given at staff conference 	<ol style="list-style-type: none"> AA Site MG/AA 	<ol style="list-style-type: none"> 17.07.20 and ongoing in term-time Summer 01.09.20 	
<p>7. Engage with the NHS Test and Trace process</p>					
<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? 	<ol style="list-style-type: none"> Training for staff at September conference Communication with parents via letter/email, website and social media includes requirement around testing and communication of results 	<ol style="list-style-type: none"> MG/AA MG MG 	<ol style="list-style-type: none"> 01.09.20 17.07.20 and ongoing 01.09.20 	

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? 	<ol style="list-style-type: none"> 3. Local PHE details in all classrooms and shared staff areas 			
<p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>					
<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. ▪ 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 	<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. 	<ol style="list-style-type: none"> 1. Staff training in September as above 2. Accurate and prompt registers taken or followed up on swiftly 3. TAs and supporting adults required to keep shared log of classes/sessions attended 4. Ensure signing-in process includes survey and records contact details (phone or email) 	<ol style="list-style-type: none"> 1. 01.09.20 2. Daily 3. Daily 4. Daily 		

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>system of control for more on grouping pupils). This should be a proportionate recording process.</p> <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. 					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
9. Contain any outbreak by following local health protection team advice					
<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 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. 	<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. 	<ol style="list-style-type: none"> 1. Remind parents via letter/email, website and social media of the possibility of partial or full closure whilst COVID-19 remains a threat 2. Draft letters with the agreement of BET/COG to give to parents 3. Any decisions taken by Headteacher/DHT following the advice of local health protection and BET partner 	<ol style="list-style-type: none"> 1. MG 2. MG 3. MG 	<ol style="list-style-type: none"> 1. Summer and ongoing 2. Summer 3. As necessary 	
10. 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 	<ol style="list-style-type: none"> 1. Designate 667 bus liaison staff to share school expectations and mitigate risk using their RA and operating plans 2. Audit numbers of students who rely on this service 3. Consider options where 667 use is inappropriate eg school minibus 4. Designate duty staff to help with boarding including use of face masks if appropriate 	<ol style="list-style-type: none"> 1. MH 2. LS 3. LS 4. PW 	<ol style="list-style-type: none"> 1. Summer 2. Summer 3. 01.09.20 4. 01.09.20 	

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. 				
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. 	<ol style="list-style-type: none"> 1. Communicate with all regarding use of public transport with clear expectations of safer use practices and encouragement to avoid use where possible 2. Extra bicycle racks provided in school for each zone 	<ol style="list-style-type: none"> 1. MG 2. AA 	<ol style="list-style-type: none"> 1. 17.09.20 and ongoing 2. Summer 	
11. 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 	<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. 	<ol style="list-style-type: none"> 1. Communicate with parents via letter/email, website and social media to identify concerns about returning to school 2. Communicate as above with expectations on attendance 3. SLT member designated to provide alternative provision for those unable to attend school and liaise with parents and teachers 	<ol style="list-style-type: none"> 1. MG 2. MG 3. LS 	<ol style="list-style-type: none"> 1. 17.07.20 and ongoing 2. As above 3. 01.09.20 	

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>small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p> <ul style="list-style-type: none"> 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 					
12. 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. 	<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 are 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. 	<ol style="list-style-type: none"> Maintain up-to-date register of staff ability/willingness to be available to work on site Follow BET procedures and advice when considering alternative roles of work practices 	<ol style="list-style-type: none"> MH MG 	<ol style="list-style-type: none"> Ongoing As necessary 	

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"> ▪ 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. ▪ 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. 	<ol style="list-style-type: none"> 1. As above 			

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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 assessment and home working checklist. All staff to be provided guidance on setting up a safe and suitable work area. Ensure regular communication with staff working remotely. 	<ol style="list-style-type: none"> SBM or designated staff member to ensure all BET guidance from 'working from home' policy carried out 	<ol style="list-style-type: none"> AA 	<ol style="list-style-type: none"> As necessary 	
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 due to health conditions are able to support remote education, while others focus on face-to-face provision. Consider where additional resource could be safely brought in if necessary. Ensure regular communication and consultation with all staff Ensure staff know where to get additional support e.g. counselling or helplines. 	<ol style="list-style-type: none"> Staff wellbeing a weekly SLT agenda item New ways of working adopted where shown to be more efficient than old eg self-marking assignments on Teams Quick wins - no phone calls home, no book marking, onsite meetings reduced, site opening times strictly adhered to - introduced in September SLT wellbeing coordinator maintains regular feedback from staff via training, surveys and line management Communicate lines of support to all staff as above including BET Employee Assistance Programme 	<ol style="list-style-type: none"> MG MG MG RL RL 	<ol style="list-style-type: none"> Weekly 01.09.20 Autumn term Weekly Weekly 	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
13. 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 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. School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19). 	<ul style="list-style-type: none"> Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines Ensure that catering providers are aware of any changes to lunch times and operating practices you have made. 	<ol style="list-style-type: none"> Meeting between SBM and caterers Action plan in place to cover: <ul style="list-style-type: none"> Type and frequency of catering Pre-ordering system Designated collection points Supervision 	<ol style="list-style-type: none"> AA/PW AA/PW 	<ol style="list-style-type: none"> Summer Summer 	
14. 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. Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed. 	<ol style="list-style-type: none"> Normal maintenance practice meets statutory requirements Appropriate bins to meet increased need purchased Research extra toilets/wash facilities 	<ol style="list-style-type: none"> Site AA AA 	<ol style="list-style-type: none"> Summer Summer Summer 	
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 	<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 	<ol style="list-style-type: none"> Identify all air handling and A/C systems or standalone units Brief site team/staff using above on requirements of safe use Communicate safe use of open windows, doors and fire doors to all staff 	<ol style="list-style-type: none"> Site AA/MG MG 	<ol style="list-style-type: none"> Summer 01.09.20 01.09.20 	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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.	<p>per manufacturer instructions. Take additional care when changing filters.</p> <ul style="list-style-type: none"> 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 stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open. 				
15. 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. 	<ol style="list-style-type: none"> Review and update emergency plans to maintain bubbles where safe to do so Communicate new procedures to staff and students Practise evacuation drills by bubble prioritising Y7 	<ol style="list-style-type: none"> MG/AA MG LS 	<ol style="list-style-type: none"> Summer wb 31.08.20 wb 07.09.20 	
16. 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 	<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. 	<ol style="list-style-type: none"> COVID-19 medical procedures plan drawn up to include <ol style="list-style-type: none"> Designated rooms Cleaning procedures Use and disposal of PPE Staff training differentiated according to audience 	<ol style="list-style-type: none"> MG MG 	<ol style="list-style-type: none"> Summer 02.09.20 	

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>maintained. If this is not possible, then PPE should be used.</p> <ul style="list-style-type: none"> ▪ All first aid equipment will always be accessible. ▪ Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ 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. 	<ul style="list-style-type: none"> ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements. 	<ol style="list-style-type: none"> 2. All SLT and HOYs take EduCare First Aid module 			
17. 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-19-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. 	<ol style="list-style-type: none"> 1. EVC is SBM 2. All trips and visits are assessed on a case-by-case basis and will follow Surrey and DfE guidelines 3. Risk assessments include COVID-19 safety measures 	<ol style="list-style-type: none"> 1. MG 2. AA 	<ol style="list-style-type: none"> 1. Summer 2. Ongoing 	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
18. 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. 	<ol style="list-style-type: none"> Uniform policy reverts to normal Expectations communicated to all stakeholders including suppliers 	<ol style="list-style-type: none"> MG MG 	<ol style="list-style-type: none"> 03.09.20 Summer 	
19. 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 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. 	<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. 	<ol style="list-style-type: none"> Limited after-school provision for autumn 1 - Y7 HW club and Y11 programme Remote HW support offered for other year groups 	<ol style="list-style-type: none"> LW/RL MLs 	<ol style="list-style-type: none"> 07.09.20 07.09.20 	
20. Curriculum expectations					
Music					
<ul style="list-style-type: none"> Schools should note that there may be an additional risk of infection in environments where 	<ul style="list-style-type: none"> Plan provision to reduce risks e.g. physical distancing and playing 	<ol style="list-style-type: none"> Music HOD and LM produce action plan 	<ol style="list-style-type: none"> LS/AHE 	<ol style="list-style-type: none"> Summer 	

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>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.</p> <ul style="list-style-type: none"> Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. 	<p>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.</p>				
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 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. 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 	<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. Contact sports are to be avoided. 	<ol style="list-style-type: none"> HSN HOD and LM produce action plan 	<ol style="list-style-type: none"> RL/JB 	<ol style="list-style-type: none"> Summer 	

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PESSPA Context July 2020 A practical self-review tool for risk assessment.					
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 practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. 	<ol style="list-style-type: none"> HOD and LM of science plan with technician referring to CLEAPPS general advice and GL343 specifically 	<ol style="list-style-type: none"> GW/NE 	<ol style="list-style-type: none"> Beginning of autumn term and ongoing 	
Design and 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 	<ol style="list-style-type: none"> HOD and LM of technology plan with technician referring to general advice supporting practical technology and CLEAPPS GL344 specifically 	<ol style="list-style-type: none"> MF/LS 	<ol style="list-style-type: none"> Beginning of autumn term and ongoing 	

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	where supplies were donated to the NHS.				
Art					
<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. 	<ol style="list-style-type: none"> HOD and LM of art and textiles plan with technician referring to general advice supporting art and textiles and CLEAPSS GL344 specifically 	<ol style="list-style-type: none"> RL/LS 	<ol style="list-style-type: none"> Beginning of autumn term and ongoing 	
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 work in performing arts, including arts organisations, venue operators and participants. Open Drama UK have produced a free guide on supporting practical group work in drama studios post Covid-19 lockdown. 	<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 work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment. 	<ol style="list-style-type: none"> HODs and LM of performing arts plan with technician referring to general advice supporting performing arts and CLEAPSS GL344 specifically 	<ol style="list-style-type: none"> DL/AH/LS 	<ol style="list-style-type: none"> Beginning of autumn term and ongoing 	

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21. 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. 	<ol style="list-style-type: none"> Weekly wellbeing lessons to focus on emotional trauma and relaxation techniques Focus group from Student Voice provides feedback 'Vulnerables' team to collate information regarding specific students 	<ol style="list-style-type: none"> RL/HOYs RL/DL LW/PS 	<ol style="list-style-type: none"> Weekly 04.09.20 and weekly 02.09.20 and ongoing 	
22. 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 others from the spread of coronavirus because of the behaviour. This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. Additional measures and PPE may be required for staff in some circumstances. School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. 	<ol style="list-style-type: none"> Behaviour policy addendum communicated to parents, staff and student Approach to be measured with clear lines of support available to all staff, including SLT member assigned to each year bubble 	<ol style="list-style-type: none"> MG MG 	<ol style="list-style-type: none"> Summer Sept conference 	

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23. 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. 	<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. 	<ol style="list-style-type: none"> 1. See also Section 9 above 2. Lockdown timetable and Teams live teaching to be readopted in case of full or extensive partial closure 3. Adopt current measures for provision for vulnerable children and the children of critical workers 	<ol style="list-style-type: none"> 1. MG 2. PW 3. PW 	<ol style="list-style-type: none"> 1. Summer 2. As necessary 3. As necessary 	