

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:	30.10.20
Risk assessment approved by:	Steve Price	Date of approval:	
Date risk assessment to be reviewed by:	30.11.20 (RAG-rated)	Risk assessment no:	Version 2.2 Additions/amendments in yellow

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
Date of review	11 September	Reviewed by:	MG	Comments:	<ul style="list-style-type: none"> ▪ RAG-rated
Date of review:	8 September 2020	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Updated to reflect the significant changes to guidance from DfE on 28 August 2020 and minor updates up until 7 September. ▪ Main changes are: <ul style="list-style-type: none"> ▪ Guidance on use of face coverings in schools ▪ Support for Pupils with SEND ▪ Updated information in engaging with NHS Test and Trace ▪ Additional information on managing confirmed cases in schools ▪ Updated information on school transport ▪ Revised information for staff workforce ▪ Wraparound provision and extra-curricular activity guidance ▪ More detailed information in relation to music curriculum provision ▪ Revised information in relation to physical activity ▪ New information contingency planning including Tier 2 rotas ▪ Various minor updates to references
Date of review:	05 October 2020	Reviewed by:	M Gould	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Reviewed zones for wet/cold weather ▪ Reviewed book marking process ▪ Reviewed phone policy following release of NHS App ▪ All changes/additions highlighted in yellow

Date of review:	30 October	Reviewed by:	M Gould	Comments / date of next review:	<ul style="list-style-type: none">▪ Reviewed ventilation for wet/cold weather▪ Reviewed display material available from DfE▪ Started to plan full RA for new build (January 2021 opening)▪ All changes highlighted in yellow - main changes concern immediate remote provision for isolating students, equality impact assessment (staff)▪ Next review 30.11.20
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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. In addition to reviews with BET, the Headteacher, Deputy Headteacher and Business Manager meet weekly to monitor the document, with particular reference to ongoing items.

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"> Parents informed in 'September Arrangements' document in July and reminded in weekly term-time updates and tweets Website tab dedicated to full reopening Signage at all external and internal entrances to school Visitors to site discouraged where satisfactory alternatives can be found 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"> MG MG/MS AA/MG MG MG/MH 	<ol style="list-style-type: none"> 17.07.20 Aug 20 01.09.20 01.09.20 01.09.20 	<ol style="list-style-type: none"> August August August Ongoing Ongoing
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 	<ul style="list-style-type: none"> Is there a procedure for managing suspected cases of coronavirus? 	<ol style="list-style-type: none"> PHE flowchart updated to include 10-day window, then 	<ol style="list-style-type: none"> MG Site 	<ol style="list-style-type: none"> 02.09.20 Ongoing 	<ol style="list-style-type: none"> 02.09.20

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<p>has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. . If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> ▪ 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 face mask should be worn by the supervising 	<ul style="list-style-type: none"> ▪ 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? 	<p>explained and delivered in training to all staff</p> <ol style="list-style-type: none"> 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 6. School procedures cover new guidance 7. October guidance from DfE communicated to all staff and displayed on website 	<ol style="list-style-type: none"> 3. MG/AH/AA 4. AH 5. MG 6. 7. MG 	<ol style="list-style-type: none"> 3. 02.09.20 4. 02.09.20 5. 02.09.20 6. 7. 30.10.20 	<ol style="list-style-type: none"> 2. August and ongoing 3. As dated 4. As above 5. 02.09.20 6. 7. 30.10.20

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>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. Small children and pupils with complex needs should continue to 	<ol style="list-style-type: none"> Detailed procedure included with 'September arrangements' document to parents, posted on website and retweeted regularly Posters in all toilets and classrooms Training for students on induction sessions Identified toilets for each bubble Fixed hand sanitisers at key points in corridors, checked daily Sanitiser bottles in each room, checked daily 	<ol style="list-style-type: none"> MG/MS AA MG PW AA AA AA All AA MG 	<ol style="list-style-type: none"> 17.07.20 onwards 01.09.20 Ongoing 03-07.09.20 17.07.20 01.09.20 01.09.20 01.09.20 01.09.20 Ongoing 01.09.20 and weekly 	<ol style="list-style-type: none"> August 20 01.09.20 As dated As dated As dated As dated As dated As dated Ongoing Ongoing

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	<p>be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> ▪ 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"> 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 			
<p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>					
<ul style="list-style-type: none"> ▪ The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. ▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. ▪ The World Health Organisation published a statement on 21 August about children and face coverings. They now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.” Nationwide, the government is not recommending face coverings are necessary 	<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 message or a colleague on a learning walk) 5. Communication with all stakeholders (letter, email, staff 	<ol style="list-style-type: none"> 1. AA 2. MG 3. MG 4. MG 5. MG 6. MG 7. SENDCo 8. SENDCo 9. 10. IT team 	<ol style="list-style-type: none"> 1. 01.09.20 and ongoing 2. wb 31.08.20 3. 01.09.20 and ongoing 4. 01.09.20 5. 01.09.20 6. 01.09.20 7. Ongoing 8. Ongoing 9. 10. Ongoing 	<ol style="list-style-type: none"> 1. Daily 2. 07.09.20 3. Weekly 4. Ongoing 5. 01.09.20 6. Daily 7. Ongoing 8. Ongoing 9. 10. Ongoing

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<p>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"> ▪ The government is not recommending universal use of face coverings in all schools. ▪ Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. ▪ Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent 	<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. ▪ Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff. ▪ Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. ▪ Pupils must be instructed not to touch the front of their face covering during use or when 	<p>and student conferences) and website)</p> <ol style="list-style-type: none"> 6. Procedures for staff on gate duties on safe disposal of face masks in designated bins as required 7. Students who are exempt from wearing a mask are given a lanyard to indicate this 8. Students who find it difficult to wear a mask are supported with their difficulties - school will purchase specialised masks if appropriate or give them an exemption 9. Current measures cover new guidance on face coverings 10. Additional 'Hands, face, space' posters displayed on TV screens and as posters 			

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<p>bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p> <ul style="list-style-type: none"> ▪ In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors. ▪ 	<p>removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling 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.</p> <ul style="list-style-type: none"> ▪ It is reasonable to assume that staff and young people will now have access to face coverings. Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs. 				
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</p>					
<p>Enhanced cleaning regime</p>					
<ul style="list-style-type: none"> ▪ An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups ▪ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned 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? ▪ Are bins emptied throughout the day? 	<p>1. Enhanced cleaning programme with daily checklist includes:</p> <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 d) Wiping of frequently-touched surfaces as detailed 	<p>1. AA/site</p>	<p>01.09.20</p>	<p>Programme completed daily</p>

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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"> ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day. 	<p>in point 3 at least twice per day</p> <ul style="list-style-type: none"> 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	August 20
Contaminated waste					
<ul style="list-style-type: none"> ▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus. 	<ul style="list-style-type: none"> ▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) 	<ol style="list-style-type: none"> 1. Training of all identified staff - differentiated according to need <ul style="list-style-type: none"> ▪ Medical ▪ Site 	1. AA/MG	1. 01.09.20	Medical and site given formal

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	<p>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"> ▪ Cleaners ▪ Caterers ▪ Duty ▪ Teaching staff ▪ Support staff 			training 07.09.20

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 staff. This can be achieved through keeping groups separate (in 'bubbles') and through 	<ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting 	<ol style="list-style-type: none"> 1. See linked 'September plan' for full details. Summary points: <ul style="list-style-type: none"> ▪ Year groups in 'bubbles' ▪ Bubbles in zones ▪ Each bubble has allocated toilets ▪ Zones include inside and outside break areas 	<ol style="list-style-type: none"> 1. PW 2. MG 	<ol style="list-style-type: none"> 1. 01.09.20 2. 12.10.20 	01.09.20
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<p>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 practical logistics within and around school, they can look to implement year group sized 'bubbles'. 	<p>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"> ▪ Food is pre-ordered and brought to zones ▪ Social distancing maintained as practicable <p>2. Zones reviewed to share some indoor spaces with time in between for cleaning/sanitising - bubbles maintained</p>			

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<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. ▪ 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 					

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<p>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.</p>					
Support for children with SEND					
<ul style="list-style-type: none"> ▪ Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation ▪ Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual. ▪ Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. ▪ Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. ▪ Where a child routinely attends more than one setting on a part time basis, for example, 	<ul style="list-style-type: none"> ▪ Refer to additional guidance for pupils with education, health and care plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures. ▪ Consider what arrangements are required for visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept for 21 days. ▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. 	<ol style="list-style-type: none"> 1. SENDCo to meet with LM to discuss EHCPs individually and draw up action plans where necessary 2. Guidelines for visiting staff as for all visitors unless detailed in plans above (PPE available) in school 3. All visitor records kept in line with government guidance (> 6 months) 4. PW to draw up action plans for all students attending more than one setting 	<ol style="list-style-type: none"> 1. LW/PW 2. MH/LW 3. MH 4. PW 	<ol style="list-style-type: none"> 1. 18.09.20 2. 18.09.20 3. In place 4. 18.09.20 	

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>because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p>					
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. ▪ 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. 	<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"> 1. 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) 2. Extra furniture cleared 3. Seating plans keep one student to the same desk within classes taught in tutor groups 4. Staff desks replaced with exam desk to reduce clutter and create more space 5. Weather permitting*, windows and doors will be open in accordance with fire safety procedure detailed below 6. Where air conditioning is available, this will be used in accordance with guidance in premises below 7. *As weather gets colder, ventilation maintained where practicable/does not adversely affect staff or student health - reviewed following DfE update 22.10.20 	<ol style="list-style-type: none"> 1. MG 2. AA 3. MG 4. Site 5. Staff 6. Site 7. MG 	<ol style="list-style-type: none"> 1. 01.09.20 2. Summer 3. 01.09.20 4. Summer 5. Ongoing 6. Ongoing 7. Ongoing 	<ol style="list-style-type: none"> 1. 01.09.20 2. Summer 3. 01.09.20 see note 4. Ongoing 5. 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:
<p>Schools doing this where they can, and even doing this some of the time, will help.</p> <ul style="list-style-type: none"> 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 Review zones (and ∴ duties) to maximise use of indoor spaces in breaktimes 	<ol style="list-style-type: none"> SLT/HOYs SLT/HOYs PW PW MG Site Staff/site MG 	<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 12.10.20 	All as dated
Measures for arriving at and leaving school					
<ul style="list-style-type: none"> Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. 	<ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the 	<ol style="list-style-type: none"> Staggered starts/finish using form time at start and end of day Breaks/lunchtimes staggered and in zones Letter/website/social media communication to parents Students trained on correct use of disposable and reusable masks 	<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 	<ol style="list-style-type: none"> 01.09.20 01.09.20 August 20 As dated

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Schools 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. 	<p>same but starting and finishing later to avoid rush hour.</p> <ul style="list-style-type: none"> Consider how to communicate this to parents and reinforce it as necessary. Ensure procedures are in place for removal of face coverings when arriving at school. 	<p>on induction days, including use on public transport</p>			
Equipment and resources					
<ul style="list-style-type: none"> Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; 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. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. 	<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 teacher with sanitising before and afterward 	<ol style="list-style-type: none"> Tutors Staff PW/HODs HOYs All All staff PW 	<ol style="list-style-type: none"> 07.09.20 Ongoing 01.09.20 and ongoing Ongoing Ongoing Ongoing Ongoing 	<p>All as dated and reminded weekly in bulletins and training</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> 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. 		7. * Books to be collected in from 09.11.20 Each book marked once per half term: <ul style="list-style-type: none"> Books collected in and kept separate from other year groups Teacher cleans/sanitises hands between books as necessary Only mark activity not classwork Marked in red Returned to students DIRT to follow up 			
6. Where necessary, wear appropriate personal protective equipment (PPE)					
<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at 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 	<ol style="list-style-type: none"> September 20 As dated As dated
7. Engage with the NHS Test and Trace process					
<ul style="list-style-type: none"> Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. 	<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 	<ol style="list-style-type: none"> MG/AA MG MG 	<ol style="list-style-type: none"> 01.09.20 August 20 and ongoing 12.09.20 01.09.20 	All as dated and 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"> ▪ Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. ▪ All 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. ▪ If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. ▪ If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature 	<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? ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place. 	<p>requirement around testing and communication of results</p> <ol style="list-style-type: none"> 3. SIMS updated to show reason for absence and prevention of return if necessary - staff and students 4. Local PHE details in all classrooms and shared staff areas 5. School practice covers all new guidance 6. NHS App not for use by any students in school time, therefore phone policy remains the same. QR poster downloaded and displayed 			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
returns to normal. Other members of their household should continue self-isolating for the full 14 days.					
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community					
<ul style="list-style-type: none"> ▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. ▪ The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. ▪ Close contact means: <ul style="list-style-type: none"> ▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ▪ travelling in a small vehicle, like a car, with an infected person ▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups 	<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. ▪ Notify your local health protection team (HPT) immediately <ul style="list-style-type: none"> ▪ If a pupil tests positive for COVID-19 ▪ When you are informed of a possible or confirmed case by NHS Test & Trace, staff or a parent or carer of a pupil within the last 14 days. 	<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) 5. Current practice covers new guidance 	<ol style="list-style-type: none"> 1. MG 2. Teachers and attendance staff 3. SENDCo 4. MH 	<ol style="list-style-type: none"> 1. 01.09.20 2. Daily 3. Daily 4. Daily 	As dated and 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:
<p>(see section 5 of 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. ▪ In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential 					

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>risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <ul style="list-style-type: none"> More guidance is available: What to do if a pupil is displaying symptoms of coronavirus (COVID-19). 					
<p>9. Contain any outbreak by following local health protection team advice</p>					
<ul style="list-style-type: none"> If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the 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"> Remind parents via letter/email, website and social media of the possibility of partial or full closure whilst COVID-19 remains a threat Draft letters with the agreement of BET/COG to give to parents Any decisions taken by Headteacher/DHT following the advice of local health protection and BET partner 	<ol style="list-style-type: none"> MG MG MG 	<ol style="list-style-type: none"> Summer and ongoing As necessary As necessary 	<p>All as dated</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
10. Transport					
Dedicated school transport					
<ul style="list-style-type: none"> From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day. Additional guidance now available Transport to school and other places of education: autumn term 2020. 	<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 Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. 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. 	<ol style="list-style-type: none"> Designate 667 bus liaison staff to share school expectations and mitigate risk using their RA and operating plans Audit numbers of students who rely on this service Consider options where 667 use is inappropriate eg school minibus Designate duty staff to help with boarding including use of face masks if appropriate 	<ol style="list-style-type: none"> MH LS LS PW 	<ol style="list-style-type: none"> 18.09.20 with new guidance Summer 01.09.20 01.09.20 and ongoing 	All as dated and ongoing
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. 	<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. 	<ol style="list-style-type: none"> Communicate with all regarding use of public transport with clear expectations of safer use practices and encouragement to avoid use where possible 	<ol style="list-style-type: none"> MG AA 	<ol style="list-style-type: none"> 17.09.20 and ongoing Summer 	As dated

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Schools 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"> Advise persons using public transport to follow safer travel guidance. 	<ol style="list-style-type: none"> Extra bicycle racks provided in school for each zone 			
<h3>11. Pupils who are shielding or self-isolating</h3>					
<ul style="list-style-type: none"> We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent. Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to 	<ul style="list-style-type: none"> Identify any pupils who may not be able attend school Ensure there is (immediate DfE 22.10.20) 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"> Communicate with parents via letter/email, website and social media to identify concerns about returning to school Communicate as above with expectations on attendance SLT member designated to provide alternative provision for those unable to attend school and liaise with parents and teachers Point 3 above reviewed - all students who are self-isolating because of COVID-19 to be invited to join lesson remotely via teams - DfE expectation that all such students should have immediate remote education of high quality as of 22.10.20 	<ol style="list-style-type: none"> MG MG LS PW 	<ol style="list-style-type: none"> August 20 and ongoing As above 01.09.20 22.10.20 	<p>All as dated</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>return to school except where individual clinical advice not to do so has been provided.</p> <ul style="list-style-type: none"> Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. 					
Parents and families who are anxious about the return to school					
<ul style="list-style-type: none"> Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance). 	<ul style="list-style-type: none"> Consider sharing the risk assessment and significant findings with parents or via the school's website. The risk assessment should be shared on request. Individual discussions around concerns can help to allay fears. 	<ol style="list-style-type: none"> RA available on website and sent as necessary Parent surveys fortnightly and followed up as necessary 	<ol style="list-style-type: none"> MG MG 	<ol style="list-style-type: none"> In place In place and 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:
12. School workforce					
Staff who are extremely clinically vulnerable					
<ul style="list-style-type: none"> ▪ Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. ▪ Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. ▪ Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. 	<ul style="list-style-type: none"> ▪ Use government advice on shielding and protecting people for those who are extremely clinically vulnerable. ▪ Use government advice for those who are clinically vulnerable including pregnant women. ▪ Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. ▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<ol style="list-style-type: none"> 1. Follow all measures to consider (left) 	<ol style="list-style-type: none"> 1. MG 	<ol style="list-style-type: none"> 1. As necessary 	
Staff who are clinically vulnerable					
<ul style="list-style-type: none"> ▪ Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. ▪ This includes taking particular care to observe good hand and respiratory hygiene, minimising 	<ul style="list-style-type: none"> ▪ Use government advice on shielding and protecting people for those who are extremely clinically vulnerable. ▪ Use government advice for those who are clinically vulnerable including pregnant women. 	<ol style="list-style-type: none"> 1. Maintain up-to-date register of staff ability/willingness to be available to work on site 2. Follow BET procedures and advice when considering 	<ol style="list-style-type: none"> 1. MH 2. MG 	<ol style="list-style-type: none"> 1. Ongoing 2. 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:
<p>contact, and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <ul style="list-style-type: none"> People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 	<ul style="list-style-type: none"> Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<p>alternative roles of work practices</p>			
Staff who are pregnant					
<ul style="list-style-type: none"> Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow general advice, which applies to all staff in schools. The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it. 	<ul style="list-style-type: none"> Employers should conduct a risk assessment for pregnant women. For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. 	<ol style="list-style-type: none"> BM conducts RA for pregnant staff or students This should include how to advise of point 2 left 	<ol style="list-style-type: none"> AA 	<ol style="list-style-type: none"> As required 	<p>Ongoing</p>
Staff who may otherwise be at increased risk from coronavirus (COVID-19)					
<ul style="list-style-type: none"> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, 	<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. 	<ol style="list-style-type: none"> School adopts measure to consider left Follow BET Equality Impact Assessment - Schools reopening and publish on the website 	<ol style="list-style-type: none"> AA MG 	<ol style="list-style-type: none"> Ongoing 30.10.20 	

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>ethnicity, people's occupation and care home residence.</p> <ul style="list-style-type: none"> These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. 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"> Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 				
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 	<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- 	<ol style="list-style-type: none"> Staff wellbeing a weekly SLT agenda item New ways of working adopted where shown to be more 	<ol style="list-style-type: none"> MG MG MG RL RL 	<ol style="list-style-type: none"> Weekly 01.09.20 Autumn term Weekly 	<p>All as dated and weekly</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>are proposing putting in place and involve all staff in that process.</p> <ul style="list-style-type: none"> 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. 	<p>life balance and supports teachers and leaders.</p> <ul style="list-style-type: none"> 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. Consider the needs and implications for all colleagues with protected characteristics 	<p>efficient than old eg self-marking assignments on Teams</p> <ol style="list-style-type: none"> 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 Follow BET Equality Impact Assessment - Schools reopening and publish on the website 	<p>6. MG</p>	<p>5. Weekly 6. 30.10.20</p>	
Deploying support staff, accommodating visiting specialists, supply teacher and other temporary or peripatetic teachers					
<ul style="list-style-type: none"> Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for 	<ul style="list-style-type: none"> Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures. 	<ol style="list-style-type: none"> Measures adopted as left 	<p>MG</p>	<p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <ul style="list-style-type: none"> To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs. 					
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 Regular review of provision and system of collection 	<ol style="list-style-type: none"> AA/PW AA/PW 	<ol style="list-style-type: none"> Summer Summer and ongoing 	As dated
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 	<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 	All as dated

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>statutory maintenance and inspection is carried out.</p> <ul style="list-style-type: none"> Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed. 				
Ventilation					
<ul style="list-style-type: none"> Once the school is in operation, it is important to ensure good ventilation. In classrooms, it will be important that schools improve ventilation (for example, by opening windows). HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. 	<ul style="list-style-type: none"> If air handling systems that move air between rooms are used that set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. Keep windows open in occupied rooms wherever possible. With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut. Doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open. 	<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 and ongoing 	<ol style="list-style-type: none"> AA to provide list As dated As dated and monitored daily
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 	<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 	<ol style="list-style-type: none"> Review and update emergency evacuation plans to maintain bubbles where safe to do so Communicate new procedures to staff and students 	<ol style="list-style-type: none"> MG/AA MG LS MG 	<ol style="list-style-type: none"> Summer wb 31.08.20 wb 07.09.20 	All as dated

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>arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</p> <ul style="list-style-type: none"> Other emergency procedures e.g. lockdown should be reviewed as required. 	<p>especially for new pupils to the school.</p>	<ol style="list-style-type: none"> Practise evacuation drills by bubble prioritising Y7 Practice fire drill held 		<ol style="list-style-type: none"> End September 	
<p>16. First aid and care provision</p>					
<ul style="list-style-type: none"> The school must maintain suitable first aid and where needed paediatric first aid cover as normal. Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid. If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used. All first aid equipment will always be accessible. Children, young people, and students whose care routinely already involves the use of PPE due to 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"> Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields. Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. Incidents must be recorded as per the school's normal arrangements. 	<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 All SLT and HOYs take EduCare First Aid module 	<ol style="list-style-type: none"> MG MG 	<ol style="list-style-type: none"> Summer 02.09.20 	<ol style="list-style-type: none"> As above HOYs still to complete

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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"> EVC is SBM All trips and visits are assessed on a case-by-case basis and will follow Surrey and DfE guidelines Risk assessments include COVID-19 safety measures 	<ol style="list-style-type: none"> MG AA 	<ol style="list-style-type: none"> Summer Ongoing 	As dated and ongoing
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 	As dated
19. Wraparound provision and extra-curricular provision					
<ul style="list-style-type: none"> Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition, and other out-of- 	<ul style="list-style-type: none"> If it is not possible or practicable to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. Where parents use childcare providers or out of school extra- 	<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 	As dated

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>school provision for children, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible.</p> <ul style="list-style-type: none"> Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities. Additional guidance is available: Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak. 	<p>curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this.</p> <ul style="list-style-type: none"> When hiring out or letting premises consider what additional cleaning and hygiene measures are needed. Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity. 				

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 you or others are singing, chanting, playing wind or brass instruments or shouting. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. 	<ul style="list-style-type: none"> Play outdoors where possible If playing indoors limit the numbers in relation to the space, use a large a room as possible, maximise ventilation. In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and 	<ol style="list-style-type: none"> Music HOD and LM produce action plan As above to include new guidance as necessary 	<ol style="list-style-type: none"> LS/AHE LS/AHE 	<ol style="list-style-type: none"> September 20 18.09.20 	
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Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts. ▪ You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. ▪ Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting. ▪ Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers. 	<p>players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</p> <ul style="list-style-type: none"> ▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. ▪ Use microphones where possible or encourage singing quietly. ▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc. ▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. 				
Physical activity in schools					
<ul style="list-style-type: none"> ▪ Schools have the flexibility to decide how physical education, sport and physical activity 	<ul style="list-style-type: none"> ▪ Prioritise outdoor sports wherever possible. 	<ol style="list-style-type: none"> 1. HSN HOD and LM produce action plan 	<ol style="list-style-type: none"> 1. RL/JB 2. RL/JB 	<ol style="list-style-type: none"> 1. Summer 2. 18.09.20 	As dated

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>will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> ▪ 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 ▪ Government guidance on the phased return of sport and recreation as well as guidance from Sport England for grassroots sport. ▪ Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment. 	<ul style="list-style-type: none"> ▪ Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. ▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. ▪ Pupils should be kept in consistent groups. ▪ Sports equipment should be thoroughly cleaned between each use by different individual groups. 	<p>2. As above to include new guidance as necessary</p>			
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, 	<p>1. HOD and LM of science plan with technician referring to CLEAPSS general advice and GL343 specifically</p>	<p>1. GW/NE</p>	<p>1. Beginning of autumn term and ongoing</p>	<p>As dated and ongoing</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.				
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 where supplies were donated to the NHS. 	1. HOD and LM of technology plan with technician referring to general advice supporting practical technology and CLEAPPS GL344 specifically	1. MF/LS	1. Beginning of autumn term and ongoing	As dated and ongoing
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 	1. HOD and LM of art and textiles plan with technician referring to general advice supporting art and textiles and CLEAPPS GL344 specifically	1. RL/MS	1. Beginning of autumn term and ongoing	Scheduled

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	where supplies were donated to the NHS.				
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. If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance, they should also give particular consideration to the guidance on delivering outdoor events. 	<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 CLEAPPS GL344 specifically As above to include new guidance as necessary 	<ol style="list-style-type: none"> DL/AH/LS DL/AH/LS 	<ol style="list-style-type: none"> Beginning of autumn term and ongoing 18.09.20 	Scheduled
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, 	<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 	All as dated and 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:
	children in need), and any groups they identify as newly vulnerable on their return to school.				
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 	All as dated and ongoing
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. In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually 	<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. Secondary schools should plan for tier 2 rota model for the possibility of local restrictions. 	<ol style="list-style-type: none"> See also Section 9 above Lockdown timetable and Teams live teaching to be readopted in case of full or extensive partial closure Adopt current measures for provision for vulnerable children and the children of critical workers 	<ol style="list-style-type: none"> MG PW PW 	<ol style="list-style-type: none"> Summer As necessary As necessary 	All as dated

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>remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.</p> <ul style="list-style-type: none"> ▪ We have also published guidance for decision makers at mainstream schools with secondary year groups, to help them plan for a tier 2 rota model if required. In the event of local restrictions on education settings being required, we will publish further operational guidance for education settings in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context. ▪ In circumstances where full attendance is possible, schools should not operate a rota system. It is stressed that this should only be done for secondary year groups in areas required to move to tier 2. ▪ Tier 3 requires secondary schools and FE colleges to limit on-site attendance to just vulnerable children and young people, the children of critical workers and selected year groups, other settings remain fully open. In the event of tier 3 local restrictions being implemented the Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised. Tier 4 goes further to limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools. 					