

Implementing Protective measures in education and childcare settings for the continuation of education provision for vulnerable children and children of critical workers and the phased return of Nursery, Reception, Year 1 and Year 6 to Primary school from 1 June 2020

This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far as possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).
- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- Cleaning hands more often than usual
- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

School Greenslade Primary School	Assessment Date 29 th July	Assessed by David Ashley	Approved by
--	---	------------------------------------	--------------------

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
1. Planning and Organising						
Existing Health and Safety compliance and building considerations	<ul style="list-style-type: none"> • Review your current Health and Safety Plans and undertake any existing actions. • Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the 	<p>Ongoing policy and practice review.</p> <p>These have been ongoing throughout in line with normal school protocol.</p>	<p>HT will meet union reps to discuss plans and tour the school.</p> <p>Continue compliance checks.</p>	<p>HT, Union reps</p> <p>HT PM</p>	<p>01/08 03/09</p> <p>21/07</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>school premises have been closed to pupils and staff for any periods of time since 23 March 2020</p> <ul style="list-style-type: none"> • Test all water systems, fire alarms, gas supply, kitchen equipment • Consider Deep Cleaning by professional cleaners • Conduct health and safety inspection with the union health and safety representatives • Weekly Fire Drills to be completed with regular briefing for staff and children. 	<p>Ongoing throughout. Weekly testing. Kitchen equipment not used.</p> <p>TBA before more widespread opening.</p> <p>Are these needed weekly from September?</p>	<p>Continue compliance checks.</p> <p>Have used own cleaners for extended cleaning over summer. School tour in week before expanded opening.</p> <p>Discuss need to prioritise safe and efficient evacuation of the building over social distancing related to Covid 19.</p>	<p>HT, PM</p> <p>Cleani ng staff HT Union Reps</p> <p>HT PM</p>	<p>03/09</p> <p>21/07</p> <p>07/09</p>	
Staff Wellbeing	<ul style="list-style-type: none"> • Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding • Assess transport arrangements for all staff and parking arrangements as required • Availability of supply staff to cover any vacancies or long-term absences • Assess impact on 	<p>All staff have stated they are ready to return in September.</p> <p>Transport links are no longer an issue.</p> <p>N/A</p> <p>Vast majority of staff have</p>	<p>One member of staff will have a phased return. Protocols and practice shared with at risk groups – Risk Assessment to be completed.</p> <p>Will be aware of staggered start times.</p> <p>DHT will cover phased return to work.</p> <p>Pre term meetings to be held</p>	<p>HT DHT HT</p> <p>HT</p> <p>DHT</p> <p>HT</p>	<p>03/09</p> <p>03/09</p> <p>03/09</p> <p>07/09</p> <p>03/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>individuals from the lockdown and any residual effects</p> <ul style="list-style-type: none"> Assess staff expectations and any anxiety and perceived inequalities 	returned successfully.	<p>with staff who have not returned since the lockdown.</p> <p>Meetings to be held and anxieties will be discussed.</p>	HT	03/09	
Review Pupil well-being and Risk assessments	<ul style="list-style-type: none"> Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) 	<p>Will carry out individual RAs for target children including those with EHCP.</p> <p>See above</p> <p>See above.</p> <p>See above</p>	<p>Conversations with staff and parents regarding provision – back in full class or additional nurture class.</p> <p>Additional provision for target Yr 6 child & Yr 3 child.</p> <p>See above.</p> <p>Child in Yr 6, yr 3 will have individual plan to return. Additional 1-1. Staggered flexible timings. Both children will continue to need support and a plan. Ongoing support from counsellors, SENCO, ELSA. Use range of resources as all children return to support through circle times and direct support for individuals.</p>	<p>SENCo Teachers HT</p> <p>SENCo Teachers HT</p> <p>HT, SENCo ELSA LSA</p> <p>HT SENCo ELSA LSA</p>	<p>03/09</p> <p>03/09</p> <p>03/09</p> <p>03/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
Class group and size configuration	<ul style="list-style-type: none"> For primary school classes configure class group in no more than 15 pupils per small group and one teacher and if needed a teaching assistant. For pre-school children in early years settings, the staff ratios within the early years foundation stage continue to apply and used to group these children Each group should be a consistent group and that small group stays away from other people and groups Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 pupils 	<p>Every class will now return in September.</p> <p>Additional member of staff allocated to nursery in Sep to support with transition.</p> <p>Classes to be bubbles. Restricted links with other children and staff.</p> <p>No longer applicable unless another outbreak and closure is required.</p>	<p>Each class will now become a designated bubble. As far as possible contact between groups will be avoided. Distancing will be maximised. Rooms to be set up all facing front and most furniture has been removed.</p> <p>Allocated staff for each bubble. Including LSAs and Meal Supervisors to restrict contact between groups. Limited contact for additional interventions and specialist teaching. SEND / Music / PE See above</p> <p>Bubbles of staff will use different staff rooms and stagger times when shared.</p> <p>All new guidelines and expectations will be followed if local lockdown is put in place.</p> <p>Contingency Planning will take place if local lockdown is looking likely. To include provision for Key Worker and Vulnerable children & Remote / home learning.</p>	HT	03/09	
				HT	18/07	
				HT	18/07	
				HT	03/09	
				HT	03/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
Timetable	<p>Refresh the timetable</p> <ul style="list-style-type: none"> • which lessons or activities will be delivered • consider which lessons or classroom activities could take place outdoors • use the timetable and selection of classroom or other learning environment to reduce movement around the school or building • stagger assembly groups • stagger break times (including lunch), so that all children are not moving around the school at the same time 	<p>PSHE / Emotional ELSA Basic Lit / Numeracy. Limited outdoor space for learning once timetabled in playtimes. Other than break times, children to stay within their "bubble" room.</p> <p>No assemblies</p>	<p>Timetable and stagger use of playground for breaks. Barriers to split playground into separate quadrants. One class in each. Split EYFS Garden Timetable and stagger use of playground for breaks.</p> <p>Timetable and stagger use of playground for breaks. Use green fencing to split the playground in quadrants. Use fencing to split EYFS Garden into three sections Lunches will be packed lunches to be eaten in classrooms. Each class has allocated Meals Supervisor.</p>	<p>HT Teach ers Teach ers HT</p> <p>HT</p>	<p>22/07</p> <p>22/07</p> <p>22/07</p>	
Curriculum & Transition	<ul style="list-style-type: none"> • Balancing the need for remedial work and "catch up" with the social/emotional needs of the children & young people • Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without 	<p>Staff had good knowledge of children's position before lockdown. Must be aware that all of this will have changed since 23/03/2020</p> <p>Staff had good knowledge of children's position before lockdown. Must be aware that all of this will have changed since 23/03/2020</p>	<p>This will only be able to be done once we know the emotional well being of children as they return. Will use resources suggested by LA and other agencies eg ELSA. Handover is planned during INSET Days. Will need to be ongoing. Children will return having had very different learning</p>	<p>Teach ers HT SENCo</p> <p>Teach ers</p>	<p>07/09</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>overwhelming the pupils</p> <ul style="list-style-type: none"> • Maximising impact of additional adults matched to those identified pupils who need the support most • Managing transition (at all stages) to best support the next stage of learning • Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) • Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely • Summer schools opportunities (as discussed with Secondary colleagues) • Stepping Up Programme for vulnerable learners 	<p>Secondary Transfer procedures all completed successfully.</p> <p>Secondary Transfer procedures all completed successfully.</p> <p>Secondary Transfer procedures all completed successfully.</p> <p>Secondary Transfer procedures all completed successfully.</p>	<p>experiences. This will only be able to be done once we know the emotional well being and extent of learning gaps of children as they return. Assessment and judgements on learning needs will be ongoing.</p> <p>New guidelines say that targeted interventions and additional support can be in place as long as preventative measures are in place.</p> <p>Records to be transported in September. Including SEND and Safeguarding.</p> <p>All children received transition booklet with info about new class and staff. New Nursery and Reception Parents' Meetings arranged.</p> <p>Step Up Programme in place for relevant children.</p> <p>Step Up Programme in place for relevant children.</p>	<p>HT SENCo</p> <p>HT SENCo</p> <p>EYFS Lead</p> <p>SENCo</p> <p>SENCo</p>	<p>18/07 Ongoing</p> <p>03/09</p> <p>21/07 03/09</p> <p>01/06</p> <p>01/06</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
Classroom and learning environment layout	<ul style="list-style-type: none"> Organise classrooms and other learning environments maintaining social distancing space between seats and desks where possible 	We have large spacious rooms and furniture that can be wiped over. Manageable in Yr 6 and older classes. No longer expected in Reception & Nursery.	Bubbles of staff set up rooms the week before due to open. Try to make attractive if sparse / plain spaces to learn. Hospital like for ease of cleaning. All in rows facing forward. No face to face and staff to be at front where possible keeping to social distancing	HT HT to coordinate. Staff to facilitate	04/09	
	<ul style="list-style-type: none"> Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously. 	EYFS staff in routine of washing toys with disinfectant at the end of each session. Limit sharing of resources as far as possible.	Lunchtime cleaning in classes. Additional staff to be drafted in to clean resources. Check list for cleaners. Children responsible for some areas.	HT to coordinate. Staff to facilitate	04/09	
	<ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments. 	Staff preparing rooms as appropriate	Bubbles of staff set up rooms the week before due to open. Unused furniture to be removed. Try to make attractive spaces to learn. Reception & Nursery cleaning of toys after sessions.	PM HT to coordinate. Staff to facilitate	03/09 07/09	
	<ul style="list-style-type: none"> Remove soft furnishings, soft toys and toys that are hard to clean. ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at 	Staff preparing rooms as appropriate This is manageable in our situation.	Additional cleaning hours are in place - 4 additional hours per day. Use of bathrooms / staff rooms will be used by different "bubbles" and will be staggered and programme of enhanced,	HT PM	07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>the end of the day.</p> <ul style="list-style-type: none"> In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should 	<p>Not possible or desirable in EYFS.</p> <p>Impossible apart from Nursery and Reception.</p>	<p>additional cleaning in place. Children will be able to sit at their own desk from Year 6 to Year 1 with their own labelled equipment. Own resources purchased as appropriate. Bubbles of people allocated to areas of school. Shared areas to have staggered use. Programme of enhanced cleaning.</p> <p>Green door stair case to come in. Breakfast Club stairs to exit. Use all gates and allocate for drop off and collection.</p> <p>Staggered break time to be set up, playground split. Different year groups so less choice of mixing.</p> <p>Packed lunch in classrooms or in playground in clusters. Stagger lunchtimes and isolate. Allocated Meals Supervisor to a bubble.</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>07/09</p> <p>07/09</p> <p>28/07</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time identify the children and young people who may need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) 	<p>One toilet on each floor for each class.</p> <p>Will carry out individual RAs for target children including those with EHCP.</p>	<p>To stagger use between bubbles and cleaned in between. Supervised by adults.</p> <p>ELSA work and Social Stories for target children in each year group.</p>	HT	28/07	
Shared Space	<ul style="list-style-type: none"> use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play 		<p>Use of shared areas, including toilets will be timetabled and staggered. We will follow cleaning requirements between use.</p> <p>Use of shared areas, including toilets will be timetabled and staggered. We will follow cleaning requirements between use. Additional 4 hours per day.</p>	HT to coordinate. Staff to facilitate	28/07 07/09	28/07 07/09

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p> <ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 		<p>Use of shared areas, including toilets & staff rooms will be timetabled and staggered. We will follow cleaning requirements between use. 4 hours per day additional cleaning time has been allocated.</p>	HT to coordinate. Staff to facilitate	28/07 07/09	
Outdoor space	<ul style="list-style-type: none"> Maximise the use of outdoor space for outdoor education, exercise and breaks Ensure that if used outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 		<p>Use of shared areas, including toilets will be timetabled and staggered. We will follow cleaning requirements between use. No equipment in playground. EYFS Garden will be split into two areas. One for Reception bubble and for Nursery bubble. Resources will be cleaned as adequately as possible between sessions and during use. Lots of handwashing throughout.</p>	HT to coordinate. Staff to facilitate. HT to coordinate. Staff to facilitate	07/09 07/09	
Start and end of day	<ul style="list-style-type: none"> stagger drop-off and collection times plan parents' drop-off and pick-up protocols that 		Each class / bubble given specific time and gate. Explore signage and markings. Use all four gates. Parents informed.	HT to coordinate. SLT to	28/07 07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	minimise adult to adult contact			facilitate		
Travel arrangements	<ul style="list-style-type: none"> Assess the availability of transport and the arrangements being made by transport providers Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers 	N/A N/A	<p>Advise parents to walk, at least the very last part. Only one parent to drop off or collect and parents not allowed onto premises. Times and gates allocated and parents informed.</p> <p>Identify and discuss arrangements with families using public transport.</p>	<p>HT to coordinate. SLT to facilitate</p> <p>HT SSAO</p>	<p>28/07 0709</p> <p>04/09</p>	
2. Communicating your plans and supporting individuals						
Children, parents and carers	<ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) Parents to inform the school if anyone in the house is displaying symptoms tell parents that if their child needs to be accompanied to the education or childcare setting, only one 		<p>Letters, texts, emails, signage sent and clearly on display across the site. SLT on duty at entrances.</p> <p>New letters and emails to be sent in September.</p> <p>Letters, texts, emails, signage will be sent and clearly on display across the site.</p> <p>Letters, texts, emails, signage will be sent and clearly on display across the site.</p> <p>SLT on duty at entrances.</p>	<p>HT SSAO</p> <p>HT SSAO</p>	<p>28/07 04/09</p> <p>28/07 04/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>parent should attend</p> <ul style="list-style-type: none"> • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • also think about engaging parents and children in education resources such as e-bug and PHE schools resources • ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers 		<p>New letters and emails to be sent in September.</p> <p>Letters, texts, emails, signage will be sent and clearly on display across the site. New letters and emails to be sent in September.</p> <p>SLT on duty at entrances.</p> <p>Letters, texts, emails, signage will be sent and clearly on display across the site. New letters and emails to be sent in September.</p> <p>SLT on duty at entrances. Letters, texts, emails, signage will be sent and clearly on display across the site. New letters and emails to be sent in September.</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>28/07 04/09</p> <p>21/07 07/09</p> <p>21/07 04/09</p> <p>21/07 04/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
Children	<ul style="list-style-type: none"> • use age appropriate materials to explain and maintain social distancing • Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) • Promote understanding of the different experiences for our children and young people during lockdown • Consider how pupils with specific needs are reintegrated • Deliver activities that focus on relationships – adult/pupil, pupil/pupil 	<p>Print and share materials with school community.</p> <p>Contact made by SENCO and HT of vulnerable children. Teachers have alerted us to a number of children.</p> <p>Contact made by SENCO and HT of vulnerable children. Teachers have alerted us to a number of children. Risk Assessment and action plans to be carried out.</p>	<p>Send materials in an email. Resend previous materials.</p> <p>ELSA materials and support for most vulnerable. More general circle times within the bubbles. Possible advance visits to familiarise target children with new class set up.</p> <p>ELSA materials and support for most vulnerable. More general circle times within the bubbles. Individual Risk Assessments will include arrangements for children requiring being withdrawn from class. Staff allocated and plan in place shared with parents.</p> <p>Ongoing circle times, use of well being materials and curriculum designed to give support. Individual Risk Assessments will include arrangements for children requiring being withdrawn from class.</p>	<p>SSAO</p> <p>HT, LM SENco ELSA LSA</p> <p>SENco HT Teachers HT SENco</p> <p>SENco Teachers</p>	<p>04/09</p> <p>03/09</p> <p>03/09</p> <p>03/09</p> <p>07/09</p>	
Staff	<ul style="list-style-type: none"> • communicate frequently • • • • talk to staff about the plans (for example, safety 	<p>Kept in regular contact with staff at home school during summer term using phone calls, Whatsapp, emails and texts.</p> <p>Plans to be emailed to all staff. sent and opportunity for</p>	<p>All staff are now able to return in September.</p> <p>Risk Assessment to be emailed to all staff and put on website.</p>	<p>HT</p> <p>HT SLT</p>	<p>21/ 07</p> <p>21/07 28/07</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</p> <ul style="list-style-type: none"> Consider the support needs of staff and put in place interventions to support everybody's mental health 	<p>discussion given. Letters with general plans were sent to parents in July.</p> <p>Contact made to support some staff finding the situation a challenge.</p>	<p>Detailed plans to be shared and meetings to discuss on INSET Days.</p> <p>This will need to be ongoing and reviewed regularly. Various counselling and support networks have been shared.</p>	<p>HT SLT</p>	<p>03/09</p> <p>03/09</p>	
Contractors and suppliers	<ul style="list-style-type: none"> communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed. 	<p>Ongoing since the lockdown. Frequent contact with catering team. Stock ordered for school equipment and PPE.</p> <p>Check list shared and discussed.</p>	<p>Vouchers organised throughout. Cannot use hall and poor quality packed lunches. Informed GS+</p> <p>Will need constant monitoring and review.</p>	<p>HT SSAO</p> <p>HT PM SSAO</p>	<p>17/07</p> <p>03/09</p>	
3. Daily Arrangements when open						
Daily Arrangements - Keeping Cohorts Together	<ul style="list-style-type: none"> ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during 	<p>Team of staff allocated to class bubbles. Separate areas allocated. Times staggered and cleaning done if shared.</p> <p>Team of staff allocated to class bubbles. Separate areas allocated. Times staggered and cleaning done if shared.</p>	<p>Staff & areas of school allocated and information shared. Will need constant review with whole school returning.</p> <p>Staff & areas of school allocated and information shared. Challenge will be the use of toys and resources in the EYFS.</p>	<p>HT</p> <p>HT</p> <p>EYFS Lead</p>	<p>20/07</p> <p>20/07</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</p> <ul style="list-style-type: none"> • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	<p>Team of staff allocated to class bubbles. Separate areas allocated. Times staggered and cleaning done if shared. Additional 4 hours per day cleaning time allocated.</p>	<p>Guidance to be scrutinised and plans put in place. Additional cleaning hours (4 per day) allocated.</p> <p>Staff & areas of school allocated and information shared. Years 6 to Year 1 will use same tables and resources.</p>	HT	21/07	
Cleaning and Hygiene	<ul style="list-style-type: none"> • review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, 	<p>In place.</p> <p>Stock ordered. Hot water checked. Will need staggered use of bathrooms (individuals or very small groups). PPE in rooms as required. Sanitizer in key areas.</p> <p>Additional cleaning staff as required. Proper clean at lunchtimes. Lights on, doors</p>	<p>Will need constant monitoring and review once whole school returns and numbers significantly increase.</p> <p>Will need constant monitoring and review. 7 additional sinks installed outside to ease flow on entry.</p> <p>Ongoing advice needed and constant review as numbers will be much higher in EYFS. More</p>	HT PM	21/07	
				SSAO HT PM	07/09	
				EYFS Lead	07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>sinks, toilets, light switches, bannisters, more regularly than normal</p> <ul style="list-style-type: none"> • ensure that all adults and children: <ul style="list-style-type: none"> ➤ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➤ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day 	<p>open, own chairs, own resources where possible, bannisters wiped.</p> <p>Training given and expectations shared. Materials shared with staff, children and families.</p> <p>Risk Assessment for EHCP children. Support for EYFS children.</p>	<p>resources will be used by more children</p> <p>Systems will need to be under constant review due to increased numbers 7 additional sinks installed outside.</p> <p>Individual "action plans" will need to be in place for younger children and those with specific needs.</p> <p>Age appropriate expectations to be shared, reviewed and adapted as required.</p> <p>Programme of ongoing daily cleaning to be in place. Additional 4 hours allocated.</p>	<p>HT</p> <p>HT, EYFS Lead SENco</p> <p>SLT All staff</p> <p>HT PM</p>	<p>03/09</p> <p>03/09</p> <p>03/09</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation • get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. 	<p>Windows checked in all areas to be used.</p> <p>In place.</p> <p>Stock ordered and checked.</p>	<p>New peddle bins purchased. Will need constant monitoring in classes where new windows being installed.</p> <p>Use will need daily monitoring so can order more as required due to increased numbers using premises.</p> <p>Uniform to be worn from September. More relaxed policy to support families. Parents informed.</p>	<p>HT PM</p> <p>HT PM</p> <p>HT, PM SSAO</p> <p>HT</p>	<p>03/09</p> <p>21/07</p> <p>07/09</p> <p>21/07 07/09</p>	
Reduce Mixing of Groups	<ul style="list-style-type: none"> • accessing rooms directly from outside where possible • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by 		<p>Able to do in Reception & Nursery only.</p> <p>As much distance as possible between bubbles by staggering times classes to avoid joint use of corridors. Staff to be aware and vigilant. One staircase up one down. Signs in place. Training in place.</p>	<p>HT</p> <p>HT</p>	<p>07/09</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>corridors</p> <ul style="list-style-type: none"> • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful 		<p>All break times to be staggered and timetabled to minimise risks</p> <p>Lunchtimes to be staggered. Use of classrooms for eating or designated spaces in outdoor areas. Cleaning after. Specific meal supervisors for class/bubbles to allow learning staff a break and reduce mixing.</p> <p>Stagger use at start of day & throughout for hand hygiene. Individuals to be accompanied by LSAs to reduce crossing bubbles after that. Additional sinks installed outside.</p> <p>Risk Assessments and agreed action plans for target children.</p>	<p>HT</p> <p>HT</p> <p>HT to plan staff to implement</p> <p>SENC o</p>	<p>28/07</p> <p>28/07</p> <p>28/7</p> <p>03/07</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>symbols, and social stories to support them in understanding how to follow rules)</p>		<p>Breakfast and After School Club will resume for Greenslade children only. Bubbles for class groups will be in place.</p> <p>No sports or drama after school activities.</p>	HT BASC Manager	03/09	
Use of Outdoor Space	<ul style="list-style-type: none"> for exercise and breaks for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. <p>Read COVID-19: cleaning of non-healthcare settings</p>		<p>A challenge due to limited space. EYFS will be allocated bubbled areas of garden area. Playground to be split in four, groupings to be staggered and mixed ages to reduce desire to play across bubbles.</p> <p>No outdoor equipment in main playground at break.</p> <p>EYFS outdoor equipment to be cleaned between sessions.</p> <p>Each bubble allocated own set of resources. Sessions reduced to allow for cleaning.</p>	HT	28/07 07/09	
Shared space	<ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If 		<p>A challenge due to limited space.</p> <p>Children to eat in classes. PE outside as much as possible.</p>	HT	28/07 07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p> <ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 		<p>EYFS will be allocated bubbled areas of garden area. Playground to be split in four, groupings to be staggered and mixed ages to reduce desire to play across bubbles. No outdoor equipment in main playground. EYFS outdoor equipment to be cleaned between sessions. Each bubble allocated own set of resources. Sessions reduced to allow for cleaning.</p> <p>Staff rooms are set up across the school on each floor. Times to be staggered to avoid contact.</p>	HT	28/07/09	
Shared resources	<ul style="list-style-type: none"> by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently 	<p>Stock ordered so all have individual pack. Exercise books rather than paper.</p> <p>Stock ordered so all have individual pack</p>	<p>Will need to follow guidance on reading books etc. Currently OK if cleaned weekly in same bubble. Bring own water bottles in washed daily by bubble LSA.</p> <p>Will need to follow guidance on reading books etc. Currently OK if cleaned weekly in same bubble. Classes / bathrooms to be cleaned at lunchtimes. Ongoing cleaning by additional hours allocated to cleaning staff. Class / Bubbles of people to use</p>	HT SSAO	07/09	
				HT DHT SSAO	07/09	
				HT Cleaning	07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 		<p>each learning area and set of resources.</p> <p>Classes / bathrooms to be cleaned at lunchtimes. Ongoing cleaning by additional school cleaning staff. 4 additional hours allocated per day.</p>	<p>staff.</p> <p>HT</p>	<p>07/09</p>	
transport arrangements where necessary including:	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel ensuring that transport arrangements cater for any changes to start and finish times making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus making sure transport providers, as far as possible, follow hygiene rules and try 		<p>Letters / emails, powerpoint induction and signage to ensure start and end of day routines are understood and followed. SLT to be on duty.</p> <p>Send text / email to parents to explain the start of the day procedures. Powerpoint presentation sent to all returnees. New letters and communications to be sent out in September.</p> <p>Year 2 EHCP child to have staggered entrance time.</p> <p>Identify families using public transport and discuss social distancing and use and disposal of PPE once on school premises.</p>	<p>HT DHT</p> <p>HT DHT</p> <p>SENco</p> <p>HT SSAO</p>	<p>21/07 28/07</p> <p>04/09</p> <p>04/09</p> <p>04/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>to keep distance from their passengers</p> <ul style="list-style-type: none"> • taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts • local authorities or transport providers could consider the following: <ul style="list-style-type: none"> • guidance or training for school transport colleagues • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for 					

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	instance, to agree pick-up and drop-off times)					
4. Individual care if anyone becomes unwell						
Confirmed case of coronavirus in a setting	<ul style="list-style-type: none"> If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. 	<p>Trained First Aiders to be on site at all times. PPE in place A designated "medical room" to be set up with adequate ventilation. All procedures to be understood and communicated. Guidance to be followed at all times.</p>	<p>Guidance and expectations sent out to parents prior to school returning. New documents to be sent out in September.</p>	SSAO	04/09	
	<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. 	<p>Trained First Aiders to be on site at all times. PPE in place A designated "medical room" is set up with adequate ventilation. All procedures to be understood and communicated. Guidance to be followed at all times.</p>	<p>Priority planning in case of this eventuality.</p>	HT	07/09	
	<ul style="list-style-type: none"> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and 	<p>Trained First Aiders to be on site at all times. PPE in place A designated "medical room" is set up with adequate ventilation.</p>	<p>Priority planning in case of this eventuality.</p>	HT	07/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> • PPE should 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). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the 	<p>All procedures to be understood and communicated. Guidance to be followed at all times. Trained First Aiders to be on site at all times. PPE in place A designated "medical room" is set up with adequate ventilation. All procedures to be understood and communicated. Guidance to be followed at all times.</p> <p>Trained First Aiders to be on site at all times. PPE in place A designated "medical room" is set up with adequate ventilation. All procedures to be understood and communicated. Guidance to be followed at all times.</p>	<p>Priority planning in case of this eventuality.</p> <p>Priority planning in case of this eventuality.</p>	<p>HT</p> <p>HT</p>	<p>07/09</p> <p>07/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>					
Testing	<ul style="list-style-type: none"> When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in 	<p>Testing procedures registered and action to be taken shared with staff.</p> <p>Testing procedures registered and action to be taken shared with staff.</p>	<p>To be communicated with parents before school returns.</p> <p>To be communicated with parents before school returns.</p>	SSAO	04/09	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers.</p> <p>Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p>					
PPE	<ul style="list-style-type: none"> • Check availability and supply of PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • 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 	<p>Appropriate PPE has been ordered.</p>	<p>Advice and guidance will be followed.</p> <p>May be an issue between different advice and people's personal choice as opposed to policy decided. Policy of LA to be followed.</p> <p>Advice changing daily.</p> <p>SLT trained on line and staff trained by HT & DHT</p> <p>Intimate Care Policy will need to be reviewed and new requirements put in place and monitored.</p> <p>All guidance LA and NHS / local Health Authority advice to be followed as a priority.</p>	<p>SSAO HT</p> <p>HT DHT</p> <p>SENco</p> <p>HT</p>	<p>21/07</p> <p>03/09</p> <p>03/09</p> <p>03/09</p>	

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	<p>setting and needs direct personal care until they can return home. A 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 gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>					