# INCLUSIVE | MAT

| Coronavirus risk assessment | | |
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| Assessment conducted by: JR/SC/ESB/GJ/CT/SG | Covered by this assessment: staff, governors, parents, volunteers and visitors | |
| Date of assessment: 26th February, 4th March | Review interval: Weekly | Date of next review: 8th March 2021 |
| **Related documents** | | |
| **For the purpose of this risk assessment, we have used the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19). Schools need to ensure this risk assessment reflects local arrangements and should not close unless advised to do so.** | | |
| **Area for concern** | **Recommended controls** | |
| Awareness of policies and procedures | <ul><li>All staff, pupils, parents, trustees, governors, visitors and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:<ul><li>Health and Safety Policy</li><li>Administering Medicines policy</li></ul></li><li>All staff have regard to all relevant guidance and legislation including, but not limited to, the following:<ul><li>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li><li>The Health Protection (Notification) Regulations 2010</li><li>Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li><li>DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li><li>Trust Covid-19 Risk assessment</li><li>DfE (2021) 'Schools coronavirus (COVID-19) operational guidance</li></ul></li><li>The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li><li>The school keeps up-to-date with advice issued by, but not limited to, the following:<ul><li>DfE – https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings</li><li>Public Health England</li><li>NHS</li><li>Department for Health and Social Care</li></ul></li><li>All staff, volunteers, parents, pupils, visitors and contractors are made aware of relevant infection control procedures and social distancing arrangements via email and upon entering the building.</li><li>When reporting a COVID case to Public Health England, the person reporting draws attention to the Health and Safety Executive's guidance on when employers should make a RIDDOR report of Covid-19 and seeks clarity on whether it should be reported.</li><li>Pupils are made aware of the school's infection control procedures in relation to coronavirus via an assembly and are informed that they must tell a member of staff if they feel unwell.</li></ul> | |

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| | • GDPR and Data Protection guidelines are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. |
| Workforce | • The **headteacher** and other relevant members of staff discuss how staffing deployment arrangements may need to be altered to allow for the return of all pupils.<br>• Appropriate support for pupils with SEND remains in place.<br>• Line managers discuss and agree any proposed changes in role or responsibility with members of staff.<br>• The **headteacher** ensures safe staffing ratios are met and that all staff have the relevant training to undertake their roles.<br>• If there are concerns about staffing capacity, the headteacher talks to the CEO |
| Heating and ventilation | • The relevant staff adjust any thermostats to heat internal spaces and water, ensuring a suitable stable temperature is reached before the school opens.<br>• Where heating has been switched off or energy supplies for heating have been isolated, a suitably trained individual switches them back on, as required.<br>• The **site manager** checks that all ventilation systems, are in working order and that there are no blockages present in external or internal vents.<br>• All ventilation systems remain energised in normal operating mode.<br>• Where mechanical ventilation is used, recirculatory systems are adjusted to full fresh air where possible.<br>• Where possible, the windows of occupied rooms are open.<br>• In cold weather, where this causes issues with thermal comfort, the following mitigations are put in place where possible:<br>    o Classrooms are rearranged to minimise the discomfort caused by draughts from open windows, e.g. by moving desks and chairs<br>    o High level windows are opened in preference to low level to reduce draughts – staff must close these at the end of the day<br>    o Ventilation is increased while the space is unoccupied, e.g. during break- and lunchtimes |
| Cleaning | • The **site manager** creates a cleaning schedule that ensures cleaning is generally enhanced and includes:<br>    - More frequent cleaning of rooms and shared areas (including classrooms, playgrounds and eating areas) that are used by different groups.<br>    - Frequently touched surfaces being cleaned more often than normal.<br>    - Provision for ensuring toilets are cleaned regularly.<br>• Dining areas are cleaned between use by different bubbles.<br>• Where necessary, the number of rooms used by staff and volunteers is limited to avoid the spread of infection.<br>• All areas that have been cleaned are checked to ensure they are safe to occupy, e.g. there are no slip hazards and any harmful substances have been removed.<br>• All areas that remain temporarily closed or partially closed for cleaning or infection control purposes are clearly identified.<br>• Adequate amounts of suitable cleaning agents are available.<br>• PPE is available to members of staff who require it to carry out cleaning safely.<br>• All staff will clean key areas in their classroom or office space regularly – door handles, taps, cloakroom<br>• Additional cleaning expectations are supported by a one page cleaning guide written to highlight key areas of cleaning. |
| Minimising contact with individuals who are unwell | • **Pupils, staff and other adults do not enter the school premises if:**<br>    - **They have any symptoms of coronavirus.**<br>    - **They have tested positive for coronavirus in the last 10 days.**<br>    - **They are in a household with someone (including someone in their support bubble or childcare bubble if they have one) who displays symptoms or has tested positive in the last 10 days.** |

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| | - **They are required to quarantine having recently visited countries outside the <u>Common Travel Area</u>.** <br> • Staff, parents and children are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty breathing and a high temperature, and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus. <br> • Instances of staff, pupils, visitors and volunteers displaying symptoms of coronavirus are managed in line with local and national guidance and any unwell individuals are isolated and sent home as soon as possible. <br> • Pupils awaiting collection are moved to a room where they can be isolated behind a closed door. If it is not possible to isolate the pupil, they are moved to an area which is at least two metres away from others. If required, a member of staff supervises the pupil. <br> • If the pupil needs to use the toilet while awaiting collection, they use a spare bathroom if possible. The bathroom is cleaned and disinfected using standard cleaning products before being used by anyone else. <br> • PPE is worn by supervising staff if direct personal care is needed and they cannot maintain a distance of two metres. <br> • Anyone who comes into contact with an unwell individual washes their hands thoroughly for 20 seconds. <br> • The area around the unwell individual is cleaned with normal household bleach after they have left the premises. <br> • Staff members who have helped someone with symptoms and any pupils who have been in close contact with them do not need to self-isolate unless they develop symptoms themselves or the symptomatic individual subsequently tests positive. <br> • The school does not routinely take the temperature of pupils. <br> • The school refuses to admit a pupil who is displaying symptoms of coronavirus and their parents are insisting their child attends if, in its reasonable judgement, the pupil poses a risk of infection to other members of the school community <br> • Staff, parents, pupils and visitors are informed of the national legal requirements regarding self-isolation, including that if they are required to self-isolate, this must be for a full 10 days from the start of their symptoms or the date of their positive test if they did not have symptoms. |
| Confirmed cases of coronavirus | • Where an individual in the school community tests positive for coronavirus, the **<u>headteacher</u>** contacts the local HPT immediately. <br> • The school works with the local HPT to manage the response. <br> • Individuals at school who have been in close contact with someone who has tested positive are sent home immediately. Close contact is defined as follows: <br>     - Direct close contacts – face-to-face contact with an infected individual for any length of time, within one metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin) <br>     - Proximity contacts – extended close contact (within one to two metres for more than 15 minutes) with an infected individual <br>     - Travelling in a small vehicle, like a car, with an infected person <br> • Household members of individuals who are sent home do not need to self-isolate unless the individual they live with develops symptoms. <br> • A record is kept of pupils and staff in each bubble and of any close contact between individuals at school. <br> • If required, all parents and staff are informed of the confirmed case; however, the name of the individual is not shared. <br> • If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school continues to work with the DfE's dedicated coronavirus advice service (or local HPT if the case is escalated). <br> • The pupil or staff member who tested positive can stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to only have a residual cough or anosmia. |
| | • All rapid-result testing is carried out in line with the DHSC 'Terms and conditions for Covid-19 testing (Primary Schools)' guidance. <br> • The rapid-result testing scheme is carried out with staff members who have consented to take part. |

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| Rapid-result testing | • Self-testing only commences once all staff have been adequately briefed and provided with the relevant step-by-step guide for COVID-19 self-testing handout.<br>• All staff members who consent to take part are provided with the government's privacy notice and are required to read and confirm they understand this.<br>• All staff members who consent to take part are provided with the most up-to-date version of the 'COVID-19 Self-Test Instruction for Use Guide'.<br>• Staff will self-administer the LFD tests.<br>• Self-testing is conducted by staff members twice a week (3 to 4 days apart), in the mornings before staff come into work.<br>• Staff are informed that the LFD test kits are not to be used if the staff member begins to develop symptoms of coronavirus. In this instance, the staff member begins self-isolating immediately and books a PCR test.<br>• Testing kits are stored in a secure environment which prevents access to unauthorised personnel.<br>• Testing kits are only issued to authorised staff members.<br>• Testing kits are stored indoors between a temperature of 2 to 30°C, in an environment which allows enough space for social distancing.<br>• Staff are instructed to administer their tests at home, and not on site.<br>• Staff are instructed to collect self-test kits from the designated collection point.<br>• A test kit log is in use and kept up to date with the relevant information required.<br>• A test result log is in use and kept up-to-date with the relevant information required.<br>• The data held in the test kit log and test result log is stored in line with the school's **Data Protection Policy** at all times.<br>• The appointed COVID-19 coordinator is responsible for risk management and overseeing the staff self-testing scheme.<br>• Only the appointed COVID-19 coordinator or registration assistant distributes staff kits and inputs data into test kit log or the test result log.<br>• Staff are informed that they must report the results of their tests to the NHS either online, or by phone, every time they take a test, even if the result is negative or void.<br>• Staff are informed that they must communicate positive and void test results with the school's designated COVID-19 coordinator every time they take a test<br>• Staff who test positive following a rapid test are informed they must self-isolate until they secure a confirmatory PCR test. If the PCR test result is positive, they self-isolate for 10 days from the date of the original LFD test.<br>• Staff are told to contact the COVID-19 coordinator if they have an incident while testing at home.<br>• Staff do not take an LFD test if they have tested positive for coronavirus within the last 90 days.<br>• Access to staff data to be restricted to the COVID Co-ordinator (and Registration Assistant) and the Headteacher.<br>• Data/records to be stored securely on school computers only, not to be removed from school.<br>• Parents have been informed about their right to receive rapid testing kits |
| Vaccination | • There is no compulsion to get vaccinated but all staff are strongly encouraged to do so unless there are specific medical reasons why this is not advised once they are offered it.<br>• The school will release staff in order to attend their vaccination appointments. Staff must endeavour to arrange vaccinations after school if there is a choice and give the office fair notice.<br>• A risk assessment for individuals who choose not to be vaccinated may be undertaken.<br>• Guidance about Social distancing, handwashing and wearing face coverings remains in place even after staff have been vaccinated. |
| Test and trace | • Staff members and parents are informed that they may need to engage with the NHS Test and Trace programme, meaning they need to be ready and willing to:<br>    - Book a test if they (or their child) display symptoms. |

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| | - Provide details of anyone they (or their child) have been in close contact with if they were to test positive for coronavirus or are asked by NHS Test and Trace.<br>- Self-isolate if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive.<br><br>• Anyone in school who displays symptoms is encouraged to get a test.<br>• The school will consider offering a symptomatic staff member a testing kit if they cannot otherwise access testing quickly and if the individual is vital to the running of the school.<br>• Parents and staff are asked to inform the school immediately of test results.<br>• If an individual tests negative, they feel well and no longer have coronavirus symptoms, they, and the members of their household, can stop self-isolating as long as:<br>    - Everyone they live with who has symptoms tests negative.<br>    - Everyone in their support bubble who has symptoms tests negative.<br>    - They were not told to self-isolate for 10 days from the day after contact with the individual who tested positive by NHS Test and Trace.<br>    - They feel well.<br>• If an individual tests positive, they are required to self-isolate for at least 10 days from the onset of symptoms and then return to school only if they do not have symptoms other than a cough, or loss of or change in their sense of smell or taste. Other members of their household are required to continue self-isolating for the full 10-day period. Please follow the guidance here - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/943707/Symptomatic_children_action_list_schools.pdf<br>• The headteacher ensures an NHS QR code poster is displayed in spaces open to the public and that a customer record is kept.<br>• If a member of staff receives notification that they need to self-isolate, the school will consider the action that needs to be taken to ensure continuity of education.<br>• If a member of staff or anyone in their household shows symptoms, it is advisable to get tested as a family |
| Hand cleaning and respiratory hygiene | • Hand washing and sanitiser stations are set up, providing soap and water, bins and hand sanitizer.<br>• Adequate amounts of soap, tissues and bins are available in the relevant areas.<br>• A plan is created to assimilate the hand-washing routine and 'catch it, bin it, kill it' approach into school culture, supplemented by behaviour expectations and communication around the importance of the measures.<br>• Pupils and staff are encouraged to wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms, and before and after eating.<br>• Pupils are supervised, where appropriate, when using hand sanitiser to ensure they do not ingest any.<br>• Younger pupils and those with complex needs are supported to ensure they adopt good hand cleaning and respiratory hygiene practices.<br>• Individual risk assessments are conducted in relation to pupils with complex needs who struggle to maintain good respiratory hygiene.<br>• In line with current government guidance, face coverings are not required to be worn on the premises.<br>• If staff or pupils choose to wear a face covering, when removing it, they remove the covering safely and put it in a plastic bag. They are asked to wash their hands immediately after doing so.<br>• Hygiene measures are explained to visitors and contractors upon their arrival.<br>• The school considers how often pupils and staff need to wash their hands and time for this is incorporated into timetables and lesson plans, allowing for additional opportunities for some staff and pupils to wash their hands more frequently, e.g. pupils who use saliva as a sensory stimulant. |

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| Minimising contact between individuals and maintaining social distancing | • Pupils are given regular reminders of why social distancing is important and the opportunity to speak to staff about how they are finding adhering to the social distancing measures.<br>• Pupils and staff are separated into groups (bubbles)<br>   - Pupils will be taught in their own class of 30 for the majority of the time<br>   - Bubbles will be formed of two year groups in order to manage playtimes and lunchtimes<br>   - Siblings will be taught in their age appropriate classes/bubbles<br>   - Bubbles will be kept apart from other bubbles<br>• Older pupils will be encouraged to keep their distance within groups including during playtime<br>• Younger pupils will not be expected to maintain social distancing but will be reminded to do so<br>• The school assesses the ability of early years pupils to follow social distancing procedures, and additional measures are put in place if they require extra support to follow these measures, e.g. telling stories to support them in understanding how to follow rules.<br>• Staff are encouraged to maintain a 2 metre distance from each other and from the pupils where possible although we know that this will not always happen.<br>• In classrooms staff must teach from a 'safe area' at the front of the class, 2 metres from pupils<br>• Staff should not move between bubbles during contingency period<br>• Classrooms for Year 2 – Year 6 will be re-arranged with seating side by side and facing forward<br>• All non-essential movement around school should be avoided<br>• If groups of pupils are moving during lessons to shared spaces (e.g. dining room, intervention rooms, etc) or specialist spaces (e.g. for PE, pastoral room, etc), the class should wait in their class area and are managed by their teacher to and from their destination to avoid crowding on corridors<br>• Staff maintain a two-metre distance from each other and from pupils, where possible. Where maintaining a two-metre distance is not possible, staff avoid close face-to-face contact and minimise the time spent within one metre of anyone.<br>• Pupils' educational and care support plans are provided as normal.<br>• Visual aids are used to display social distancing measures.<br>• The use of communal areas are banned to avoid unnecessary group gatherings, e.g. the staff room. Staff will use classrooms to eat.<br>• Where pupils, staff or volunteers cannot follow social distancing arrangements for a particular activity, the **headteacher** assesses whether the activity needs to continue – mitigating actions are put in place if continuing the activity is essential.<br>• Start and finish times are staggered if needed<br>• Parents are briefed on new provision for the drop-off and collection of their pupils.<br>• Supply teachers can move between schools. They minimise their contact with other staff members and maintain as much distance as possible from other individuals.<br>• Social distancing measures are explained to all contractors and visitors upon their arrival.<br>• A record is kept of all visitors and contractors that come to the school site. |
| Equipment | • Individuals should limit the amount of equipment they bring but a single school bag is allowed containing hats, coats and books. In additional packed lunchboxes and water bottles are allowed.<br>• No pencil cases or writing equipment should be brought in from home<br>• Pupils can take reading books home<br>• PE kits must go home to be washed if a child has a positive covid test |

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| | • If it is absolutely necessary for a child to have a mobile phone, it will be handed in to the class box at the start of the day. Phones are brought in at their own risk. We will not spend time investigating missing phones.<br>• Classroom resources, e.g. books and games, can be shared within a bubble and are cleaned regularly.<br>• Resources that are shared between bubbles, e.g. sports equipment, are cleaned before they are used by a different bubble or rotated to allow them to be left unused for 48 hours between use by different bubbles. |
| PPE | • PPE is distributed to staff who provide intimate care for pupils in need and for cases where a pupil becomes unwell with symptoms of coronavirus whilst in school and a distance of two metres cannot be maintained.<br>• Additional risk assessments are conducted on a case-by-case basis to determine whether staff require PPE to carry out other tasks and duties.<br>• Face coverings are required to be worn by parents/visitors when moving on the premises<br>• Face covering are expected to be worn when moving around the school in corridors and staff rooms, or when working in a classroom or office with others<br>• Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expressions to communication, are worn where appropriate.<br>• Face visors or shields are not worn as an alternative to face coverings.<br>• When working with pupils who cough, spit or vomit but do not have coronavirus symptoms, staff only wear PPE that would routinely be worn.<br>• All PPE waste is put in a plastic rubbish bag which, once full, is tied and placed in a second tied bag and stored in a suitable and secure place, marked for storage for 72 hours. Following this period, it is put in the communal waste area.<br>• Used PPE is disposed of properly using bins provided around the school. Staff and pupils are told not to use recycling bins.<br>• Having consulted staff, parents, governors and trustees, we appreciate that some people would feel more comfortable wearing face coverings in lessons. With this in mind, we are allowing staff and pupils to do so as long as the following is followed:<br>   - Cover both the nose and mouth.<br>   - Not be allowed to dangle around the neck.<br>   - Not be touched once put on, except when carefully removed before disposal or safe storage in a ziplock plastic bag. Hands must be cleaned after disposal/removal.<br>   - Be changed when they become moist or damaged. |
| Mental health and wellbeing | • Pupil and parent surveys are sent out to assess how they feel about being on the school site and to enable staff to act on any concerns pupils and parents may have.<br>• Staff and volunteer surveys are sent out to assess how they feel about being on the school site and enable the **SLT** to act on any concerns staff and volunteers may have.<br>• The relevant staff liaise with the parents of pupils who are deemed more vulnerable to infection and discuss any alternative arrangements, where required.<br>• In line with the most recent shielding advice, staff members that have been shielding can attend the school site. Extremely clinically vulnerable, living with extremely clinically vulnerable or increased risk from coronavirus staff and volunteers meet with the headteacher and line manager to conduct risk assessments to ensure measures are in place to keep the staff member or volunteer safe whilst on the school site.<br>• The **headteacher** considers requests made by staff who wish to make changes to their working environment or working hours in the interest of health and safety, whilst maintaining the smooth running of the school.<br>• The **headteacher** ensures that the school can be adequately and safely staffed.<br>• The **SLT** discusses the implications on staff and pupil workload when the school reopens and puts a plan in place to 7tilized the risk of stress. |

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| | <ul><li>Pupils who are new to the school are provided with the appropriate support.</li><li>The **headteacher, pastoral team** and the **DSL** liaise with the LA to determine what additional support is available for pupils who are suffering with their mental health once they return to school.</li><li>The **headteacher** and the **SENCO** identify pupils with additional needs and put provision in place to ensure their needs are adequately and safely met, e.g. the relevant staff are available.</li><li>**Teachers** and the **SENCO** work together to ensure pupils with SEND are prepared for changes to their routine.</li><li>The **headteacher** and **DSL** ensure provision is in place to help protect wellbeing and mental health, and ensure all staff, volunteers and pupils have access to psychological support when the school reopens.</li><li><span style="color:red">The school are encouraged to engage with local immunisation providers to ensure immunisations are received as swiftly as available</span></li><li>Staff and pupil bereavement is managed in line with specialist outside agencies</li></ul> |
| Protecting clinically vulnerable individuals | <ul><li>Clinically extremely vulnerable pupils do not attend on site provision. These pupils are provided with remote education.</li><li>Clinically extremely vulnerable staff are supported to work from home. If the staff member is unable to work from home, they will not be required to come to school. Clinically extremely vulnerable staff continue to be paid on their usual terms.</li><li>Pupils and staff who live with someone who is clinically extremely vulnerable or clinically vulnerable still attend school.</li><li>A separate risk assessment is carried out for pregnant staff.</li><li>Pregnant staff of any gestation are not required to continue working on site if this is not supported by the separate risk assessment.</li><li>Staff who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus at any gestation, are supported to take a more precautionary approach.</li><li>The school ensures pregnant staff are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable.</li><li>The relevant staff liaise with the parents of pupils who are deemed more vulnerable to infection and discuss any alternative arrangements, where required.</li><li>Line managers hold discussions with staff who are deemed more vulnerable to infection and put any alternative arrangements in place.</li><li>The SLT considers requests made by staff who wish to make changes to their working environment or working hours in the interest of health and safety.</li><li>The headteacher ensures that the school can be adequately and safely staffed.</li><li><span style="color:red">Shielding guidance remains in place for clinically extremely vulnerable individuals.</span></li></ul> |
| Attendance | <ul><li>Parents are informed that the usual rules on school attendance apply - this means parents have a duty to secure that their child attends regularly.</li><li>The attendance register is taken as normal and absences are followed up.</li><li>In line with the most recent shielding advice, pupils and staff members that have been shielding can attend the school site.</li><li>Where a pupil is unable to attend the site because they are complying with clinical and/or public health advice, they are offered access to remote education immediately.</li><li>Where a pupil is unable to attend school due to their parents following clinical and/or public health advice, their non-attendance is not penalised.</li><li>Any concerns from staff, parents and pupils about being on school site are discussed between appropriate individuals.</li><li>Pupils who are reluctant or anxious to return to school are identified and relevant staff members develop plans to reengage these pupils.</li><li>The school uses the additional catch-up funding, as well as existing pastoral and support services, resources and funding, to put in place measures for those families who need additional support to secure pupils' regular attendance.</li></ul> |
| Access to learning | <ul><li>The **headteacher** and curriculum leaders work with teaching staff to identify curriculum priorities and ensure a plan is in place to provide adequate learning material.</li></ul> |

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| | • The **headteacher** and curriculum leaders identify what provision can be reasonably provided for pupils with EHC plans.<br>• A separate risk assessment is conducted to identify what additional support pupils with EHC plans require to make a successful return to education.<br>• Where appropriate, pupils with EHC plans and their parents are involved in the planning for their return to school.<br>• The **headteacher** and curriculum leaders work with teaching staff to ensure education can continue to be delivered to all pupils who are learning remotely, e.g. those sent home to self-isolate as a precaution.<br>• Teachers consider how to support the educational needs of disadvantaged pupils and pupils with SEND.<br>• The government's catch-up funding is utilised to ensure pupils receive the support they need to catch-up on learning lost due to the coronavirus pandemic.<br>• Measures to reduce the risk of infection during music lessons are implemented, including physical distancing and positioning pupils back-to-back or side-to-side.<br>• PE lessons take place outside where possible and pupils are kept in consistent groups.<br>• Activities such as cookery and DT can resume so long as measures are in place to ensure children follow the system of controls. An updated risk assessment will support this.<br>• All pupils are given the support required to make good progress.<br>• Relevant staff members discuss how the government's curriculum expectations can be met and ensure this is communicated across the school. |
| Remote learning | • While attendance is mandatory, remote learning is provided for pupils who are following clinical or government guidance to stay at home, e.g. where they are self-isolating. All such pupils not physically unwell are given access to remote education as soon as reasonably practicable.<br>• The **headteacher** ensures that pupils taught remotely in KS1 are set work that as a minimum covers three hours a day on average, and ensures that pupils taught remotely in KS2 are set work that as a minimum covers four hours a day. |
| Extra-curricular activities and wraparound provision | • The school works to resume all before- and after-school educational activities and wraparound childcare for all pupils, where this provision is necessary to support parents to work, attend education and access medical care, and to support pupils' wider education and training.<br>• Parents are advised of the provision available and that they should limit the use of multiple out-of-school settings providers where appropriate.<br>• The **headteacher** makes sure external providers of wraparound care who use the school premises have considered the relevant government guidance for their sector and have put in place the appropriate protective measures. |
| Safeguarding | • The **DSL** liaises with the necessary personnel and parents to manage and address any new and ongoing safeguarding concerns relating to the school opening, e.g. ongoing bullying.<br>• The **DSL and pastoral team** ensure that adequate pastoral care is in place to support pupils and staff who require it.<br>• The **DSL and pastoral team** ensure the relevant staff have the appropriate training to support pupils and staff who require pastoral care.<br>• The DSL are provided with time to help them support staff and pupils in relation to any new safeguarding and welfare concerns and the handling of referrals to pupils's social care and other agencies.<br>• Ahead of full opening, the school's **Child Protection and Safeguarding Policy** is reviewed to reflect the return of more pupils.<br>• If a parent elects to educate their child at home, the school considers whether this decision gives greater cause for concern compared to the pupil remaining in school. If there is cause for concern, the DSL considers making a referral to the LA. |
| Behaviour expectations | • The school's Behavioural Policy sets out behaviour expectations for pupils. Adhering to social distancing is critical and any pupils who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher<br>• Expectations are communicated clearly to staff, pupils and parents. |

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| | - Pupils who are struggling to reengage with school are supported appropriately.<br>- Individual risk assessments will be completed for specific pupils.<br>- Hertfordshire Steps risk management plan will be updated to reflect current behaviour policy. |
| Catering | - The school's kitchen is fully open and operates within usual legal requirements.<br>- The **office manager** liaises with catering providers to ensure the kitchens are fully open from the start of the Autumn term.<br>- **Senior MSA** will oversee lunchtime provision where:<br>  - Pupils will have staggered lunchtimes remaining in bubbles<br>  - A normal menu will apply and regular cutlery and plates will be used<br>  - Pupils will be asked to wash hands before and after having lunch<br>  - Where possible pupils will eat in their class groups<br>  - Where possible packed lunches will eat outside<br>- The **SBO** liaises with catering providers to ensure the kitchens can remain fully open throughout the term and food is prepared and delivered in line with the DfE's 'Guidance for food businesses on coronavirus (COVID-19)'.<br>- Classrooms may be used for children to eat their lunches safely, in addition as the dining room. Tables will be cleaned before and afterwards. |
| Letting the premises | - School lettings are halted until restrictions lift |
| Educational visits | - Educational visits will not go ahead until restrictions lift |
| Uniform | - All pupils will wear the full uniform<br>- As uniform supplies may be delayed, some discretion will be allowed during the first half-term<br>- PE will be done in school unifom |
| Communication | - The school's website is kept up to date with any information regarding the school being open to all pupils, e.g. dates and local arrangements.<br>- Parents are informed via letter about the relevant information regarding reopening the school, including any pick-up and drop-off arrangements.<br>- Parents and their pupils are encouraged, where possible, to walk or cycle to school.<br>- Staff and volunteers are informed via **email** about the relevant information regarding opening to all pupils, including any changes to the workday, e.g. staggered lunchtimes and social distancing.<br>- Staff are informed of who they can turn to for support and there are several avenues they can follow, e.g. line manager, other senior staff or colleagues.<br>- All staff, pupils and volunteers are made aware of the symptoms of coronavirus, what to do if they display symptoms, and if others display symptoms.<br>- The **headteacher** liaises with the **governing board and trust board** about possible arrangements for reopening the school, where necessary.<br>- The **office manager** communicates with suppliers and contractors regarding reopening the school and reinstating or suspending the supply of any required goods or services.<br>- The **headteacher** informs staff, volunteers, **governing board and trust board** about the arrangements for meetings that would ordinarily take place in person, e.g. interviews, and how these will be carried out in line with social distancing guidance when the school reopens. |
| Practical measures in early years settings | - The setting is not required to arrange pupils and staff in small, consistent groups. Mixing is minimised through a number of measures, including using different rooms for different age groups and keeping these groups apart as much as possible.<br>- Parents are encouraged to limit the number of settings their child attends.<br>- The government have said that evidence shows that the risk of direct transmission is lower with young children. Nevertheless, due to the reduced capacity of younger children to follow hygiene norms and social distancing rules, indirect transmission risk may be slightly higher. Therefore: |

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| | <ul><li>○ Physical distancing between groups of pupils and staff is implemented as far as possible.</li><li>○ The use of communal spaces is managed to limit the level of mixing between bubbles.</li><li>○ The use of private outdoor space is maximised to ensure social distancing measures can be adhered to.</li><li>○ Pupils are supervised when washing hands or using hand sanitiser and are taught how to do it effectively.</li><li>○ A good supply of disposable tissues is available throughout the premises and 'catch it, bin it, kill it' is encouraged through signage.</li><li>○ An enhanced cleaning schedule is put in place.</li><li>○ Surfaces, such as toys, books, doors, sinks, toilets and light switches are cleaned more regularly, using disinfectant.</li><li>○ All items that are laundered are washed in line with <u>government guidance</u> ('COVID-19: cleaning of non-healthcare settings') and are not shared by pupils between washes.</li><li>○ Clear procedures are put in places to ensure stringent cleaning processes are followed for food preparation areas, dining areas and table coverings.</li><li>○ Avoid/limit direct face to face contact at the level of the child.</li><li>○ If experience shows continued close contact with a child cannot be avoided, and there is a risk of coughs/sneezes being directed in the face, then PPE in the form of a face shield should be worn.</li><li>○ Intimate care of very young children must continue using established protocols. Robust hygiene controls must already be established in this area.</li></ul><ul><li>Nursery staff will be available to support children arriving at 9am. Settling in activities will be placed outside as well as inside so if a child is struggling to separate from their parent, the parent can stay with the child outside for a short time. No parents will be permitted to enter the building.</li><li>The EYFS outside area will be separated into 2 areas so that Nursery have one half and Reception have the other half. <span style="color:green">Where this is not possible, year groups will alternate being outside</span></li><li>Toys may be cleaned with a greater frequency or be rotated and quarantined, so that children use toys in certain boxes on specific days. This means that there are a few days before those toys are played with again.</li><li><span style="color:green">Outside equipment will only be wiped down where a child has been licking or spitting on it</span></li><li>EYFS staff may wear face shields due to the increased chances of working at face to face eye level with the children.</li></ul> |
| Operating under the DfE's contingency framework | <span style="color:red"><ul><li>Remote education plans are in place for pupils who are self-isolating or shielding.</li><li>The school will follow the DfE's Coronavirus (COVID-19): Contingency Plan that can be implemented if a local outbreak of coronavirus occurs.</li><li>Priority is given to ensuring vulnerable pupils and the children of critical workers can attend full time.</li></ul></span> |
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| <span style="color:red">Premises reopening after a period of non use</span> | <ul><li>The **site manager** checks all exterior windows, doors, locks, and other access points to ascertain security and integrity, including any signs of water ingress.</li><li>The **site manager** identifies any signs of access, arson, vandalism or anti-social behaviour on the premises.</li><li>A suitably trained individual checks that external electrical equipment (e.g. CCTV cameras) is in working order.</li><li>The **site manager** checks all areas of the school grounds, including car parks and walkways, for any potential hazards.</li><li>The **site manager** checks all trees and shrubbery to ensure they do not pose a risk, e.g. there are no broken or overhanging branches.</li><li>The **site manager** checks all security systems for integrity and that they are in working order.</li><li>The **office manager** makes insurers aware of the building's state of use.</li><li>The **headteacher** ensures that the insurer's risk mitigation requirements are enacted and observed.</li><li>All keyholder information is updated in accordance with the insurer's instructions, where required.</li><li>The **site manager** checks for any signs of pests, and any damage or loss of supplies as a result of pest activity.</li></ul> |

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| | • External signage is visible to show that access to the school premises is restricted. |
| | • Any hazards found during checks on the premises are reported to the **headteacher** as soon as possible and issues are resolved prior to the school reopening to more pupils. |
| | • The **headteacher**, in conjunction with the **trust and governing board**, ensures the school opens only when it is safe and advisable to do so, in line with local and national advice. |
| | • The **headteacher** identifies which areas of the school may be used for school activity, and by which pupils, and communicates this to staff, pupils and volunteers accordingly. |
| | • Areas of the premises which remain closed or are one way are adequately secured and clearly identifiable. |
| | • The **site manager** arranges for any changes to the premises to be made to account for social distancing measures. |
| | • The **headteacher** limits access to the school for all non-essential visitors. |
| Gas supply, systems and equipment | • A suitably qualified technician checks the gas mains supply and any gas systems for integrity, leaks and safety. |
| | • Where the gas supply or any gas systems have been switched off or isolated, a suitably qualified technician switches them back on, where required. |
| | • A suitably trained technician checks that all gas detection systems, including carbon monoxide detectors, are in working order. |
| | • A suitably trained technician checks all gas cylinders, e.g. butane and liquid petroleum gas (LPG), for integrity. |
| | • The **site manager** checks that all mandatory inspections of gas equipment are up-to-date and arranges any required inspections as soon as possible. |
| Electrical supply, systems and equipment | • A suitably qualified technician checks the electrical mains supply and any electrical systems for integrity and safety. |
| | • Where the electrical mains supply or any electrical systems have been switched off or isolated, a suitably qualified technician switches them back on, where required. |
| | • The relevant staff check that all phone and broadband connectivity is in working order. |
| | • A suitably trained technician checks that the main and emergency lights are in working order. |
| | • The relevant staff perform visual checks on all electrical equipment, e.g. computers and plug sockets. |
| | • The **site manager** ensures that any mandatory inspections of electrical equipment are up-to-date and arranges any required inspections as soon as possible. |
| Fire safety and evacuation routes | • A suitably trained individual checks that all fire detection, alarm systems, fire extinguishers and sprinklers are in working order. |
| | • The **site manager** and **headteacher** ensure that the fire management plan and fire safety risk assessment are up-to-date and applicable to any changes in people movement or access, e.g. if parts of the school remain temporarily closed. |
| | • The **headteacher** identifies how social distancing measures are to be observed at evacuation points and communicates this to all staff, volunteers, pupils, parents and contractors. |
| | • Schools should continue to practise fire evacuations, support is to be given to staff and children to evacuate the building safely and line up in a COVID-19 safe manner to avoid bubble contamination. |
| Water storage, drainage systems and sanitary appliances | • A suitably trained individual checks all hot and cold water systems, including air conditioning units, for legionella or other harmful build-ups. |
| | • All water systems are thoroughly flushed, e.g. toilets and taps, and the **site manager** commissions a water treatment specialist to chlorinate water systems where required. |
| | • All equipment that uses water is run through a cycle, e.g. dishwashers and washing machines, to flush limescale and bacteria build-up. |
| | • A suitably trained individual checks that any swimming pools or other indoor bodies of water are safe for use. |
| | • A suitably trained individual checks all sanitary appliances, including drainage, for blockages, adequate hygiene and that they are in working order. |
| | • Where necessary, a suitably trained individual switches on any drainage or sanitary systems that were turned off or isolated during closure. |