

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

Site / school name:	Kings International College		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff:                             <ul style="list-style-type: none"> <li>▪ Classroom based staff</li> <li>▪ Catering staff</li> <li>▪ Cleaning staff</li> <li>▪ Office staff</li> <li>▪ Premises / site staff</li> </ul> </li> <li>▪ External bookings</li> <li>▪ Contractors</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ Full re-opening of schools from September 2020</li> <li>▪ Pick up and drop off from school</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Potential remote working of some staff and students</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Practical equipment and materials</li> <li>▪ Sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>		
Name of person completing this risk assessment:	Mrs J Luhman	Date of completion:	28/09/20
Risk assessment approved by:	Governing Body	Date of approval:	28/09/20
Date risk assessment to be reviewed by:	31/10/20	Risk assessment no:	Version 112020

**Record of risk assessment reviews**

Date of review	28 September 2020	Reviewed by	K Lucas	Comments/date of next review:	<ul style="list-style-type: none"> <li>▪ Flowchart in Appendix 1 updated</li> <li>▪ Reference to QR code for lettings added</li> </ul>
Date of review	16 September 2020	Reviewed by	K Lucas with Head of Business & ICT	Comments/date of next review:	<ul style="list-style-type: none"> <li>▪ Additional cleaning information added where teachers share work spaces</li> <li>▪ Information added on PPE for First Aiders</li> <li>▪ Amended details on contaminated waste</li> <li>▪ Keeping of contact numbers for test and trace added.</li> </ul>
Date of review:	11 September 2020	Reviewed by:	J Luhman	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated to reflect the significant changes to guidance from DfE on 28 August 2020 and minor updates up until 7 September.</li> <li>▪ Main changes are:                             <ul style="list-style-type: none"> <li>▪ Guidance on use of face coverings in schools</li> <li>▪ Support for Pupils with SEND</li> <li>▪ Updated information in engaging with NHS Test and Trace</li> <li>▪ Additional information on managing confirmed cases in schools</li> <li>▪ Updated information on school transport</li> <li>▪ Revised information for staff workforce</li> <li>▪ Wraparound provision and extra-curricular activity guidance</li> <li>▪ More detailed information in relation to music curriculum provision.</li> <li>▪ More detailed information on Science practicals.</li> <li>▪ Revised information in relation to physical activity</li> <li>▪ New information contingency planning including Tier 2 rotas</li> <li>▪ Various minor updates to references</li> </ul> </li> <li>▪ All changes have been highlighted in yellow.</li> </ul>
Date of review:	24th August 2020	Reviewed by:	J Luhman	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated relevant time periods from 7 to 10 days</li> <li>▪ Additional information in relation to cleaning regimes following updated guidance.</li> <li>▪ Reference to CLEAPSS guidance to provision of practical subjects from September.</li> </ul>

					<ul style="list-style-type: none"> <li>Additional questions / prompts / references relating to delivery of practical subjects for Science, D&amp;T, Art and Drama. Music and PE were already included in version 1.</li> <li>The curriculum section has been reordered to accommodate these changes.</li> <li>All changes have been highlighted in yellow.</li> </ul>
Date of review:	21st July	Reviewed by:	T Burns/ S Bartlett	Comments / date of next review:	<ul style="list-style-type: none"> <li>Sharing of risk assessment with Union representative</li> <li>Use of shared radios and cleaning protocols</li> <li>Changing room cleaning protocols for Sept</li> <li>Expectations of parental contact for September</li> <li>Return to work protocol updated after illness or isolation</li> <li>Completion of fire Marshall training</li> </ul>
Date of review:	7th July	Reviewed by:	T Burns	Comments / date of next review:	<ul style="list-style-type: none"> <li>Updated on actions needed to prepare site for wider opening</li> <li>Shared with governors</li> </ul>
Date of review	4th June	Reviewed by:	T Burns	Comments / date for next review	<ul style="list-style-type: none"> <li>Staff advice added regarding returning home from work and cleaning of clothes from NEU added</li> <li>Separate entrances for key worker and Year 10 school added</li> <li>Bereavement training ordered for all staff online training</li> </ul>
Date of review	27th May	Reviewed by:	T Burns	Comments / date for next review	<ul style="list-style-type: none"> <li>Consideration for arrival of Year 10 groups on site</li> </ul>
Date of review	11th May	Reviewed by:	T Burns	Comments / date for next review	<ul style="list-style-type: none"> <li>Staff wellbeing questionnaire and follow up questionnaire regarding vulnerable households within staff body</li> </ul>
Date of review	18th March	Reviewed by :	T Burns	Comments/ Date for next review	<ul style="list-style-type: none"> <li>Review of key worker provision and enhanced cleaning needs if student numbers increase</li> <li>Risk assessment to be checked weekly</li> </ul>

## System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

### Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
  2. Where recommended, use of face coverings in schools.
  3. Clean hands thoroughly more often than usual.
  4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
  5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
  6. Minimise contact between individuals and maintain social distancing wherever possible.
  7. Where necessary, wear appropriate personal protective equipment (PPE).
- Numbers 1 to 5 must be in place in all schools, all the time.
  - Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.
  - Number 7 applies in specific circumstances.

### Response to any infection:

8. Engage with the NHS Test and Trace process
  9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  10. Contain any outbreak by following local health protection team advice.
- Numbers 8 to 10 must be followed in every case where they are relevant.

Risk assessment	
What are the hazards?	<ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul>
Who might be harmed and how?	<ul style="list-style-type: none"> <li>Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.</li> <li>Potential for spread to other family members / persons.</li> </ul>
<p><b>Note:</b> We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment undertaken forms the basis of an overall plan to manage the risks specific to Kings International College and that is the most important aspect of this process.</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>SECTION 1: PUBLIC HEALTH ADVICE TO MINIMISE CORONAVIRUS (COVID-19) RISKS</b>					
<b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</b>					
<b>Measures to stop persons coming into school with coronavirus symptoms</b>					
<ul style="list-style-type: none"> <li>Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days.</li> <li>Communicate these measures clearly to staff and the school community. Repeat on a regular basis.</li> <li>Public Health England is clear that routinely taking the temperature of</li> </ul>	<ul style="list-style-type: none"> <li>Is there a procedure in place for this?</li> <li>How will this be communicated to the school community?</li> <li>Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>The Health and Safety policy will be updated in light of CV-19 advice</li> <li>Full staff training on 1<sup>st</sup> Sept</li> <li>Staff will communicate with children the importance of saying if they are unwell</li> </ul>	KLU  HT  Teachers  HT	7 <sup>th</sup> Sept  1 <sup>st</sup> Sept  3 <sup>rd</sup> /4 <sup>th</sup> Sept  July	7 <sup>th</sup> Sept  1 <sup>st</sup> Sept  3 <sup>rd</sup> /4 <sup>th</sup> Sept  Aug, 27th

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<p>pupils is not recommended as this is an unreliable method for identifying coronavirus.</p> <ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. <b>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</b> Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>How will visitors to site be managed?</li> <li>Is there a procedure for managing suspected cases of coronavirus?</li> <li>Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection?</li> <li>Have welfare staff and others been trained in measures to take?</li> <li>Have welfare staff and others been provided with PPE and training on its use?</li> <li>Is there a procedure for contacting the local public health protection team?</li> </ul>	<ul style="list-style-type: none"> <li>Parents have been made aware of the infections control within the school</li> <li>Parents and carers will agree to follow and sign the home school agreement which references COVID-19 measures in place</li> <li>School keeps up to date with DfE/NHS/ PHE updates/guidance</li> <li>Parents and carers will be kept informed through SchoolComms</li> <li>School visitors will have to make appointments.</li> <li>Signage will clearly outline the school's infection control measures</li> <li>Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them to arrive at school by public transport, and this is communicated clearly to parents and staff.</li> </ul>	<p>Parents</p> <p>HT</p> <p>Reception</p> <p>Site Manager</p> <p>HT</p> <p>Reception</p>	<p>15<sup>th</sup> Sept</p> <p>Ongoing</p> <p>Ongoing</p> <p>3<sup>rd</sup> Sept</p> <p>July</p> <p>Ongoing</p>	<p>18<sup>th</sup> Sept</p> <p>Aug 27<sup>th</sup></p> <p>27<sup>th</sup> August</p> <p>3<sup>rd</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> <li>▪ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>▪ Any members of staff who have helped someone with symptoms and any pupils</li> </ul>		<ul style="list-style-type: none"> <li>▪ All visitors and contractors must wear face masks whilst on school site.</li> <li>▪ Follow-up calls to parents will be made where children have been taken ill with symptoms</li> <li>▪ Meetings with parents, carers and visitors should be after school hours or where possible, virtual</li> <li>▪ Parents and carers are discouraged from entering the school site and this is clearly communicated before the return</li> <li>▪ If staff and other adults have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, they must not come into the school and anyone developing those symptoms during the school day will be sent home.</li> <li>▪ Staff must complete a pre return to work telephone conversation with HT or DHT before returning to school.</li> <li>▪ Should anyone in the school become unwell with a new,</li> </ul>	<p>Mrs West</p> <p>All staff</p> <p>Reception</p> <p>All</p> <p>All staff</p> <p>First aid team</p>	<p>Ongoing</p> <p>March</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>20<sup>th</sup> Mar</p> <p>20<sup>th</sup> Mar</p> <p>Aug 27<sup>th</sup></p> <p>1<sup>st</sup> July</p> <p>20<sup>th</sup> March</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <ul style="list-style-type: none"> <li>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</li> </ul>		<p>continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they will be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>If a child is waiting to be collected, they will be moved to one of our 2 isolation rooms where they can be isolated behind a closed door with and supervised by an adult with access to PPE. A door should be opened for ventilation. If it is not possible to isolate them,</li> </ul>	<p>Reception first aider / Site manager</p>	<p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>they are moved to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> <li>▪ If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet must be cleaned and disinfected using appropriate cleaning products before being used by anyone else. Signage indicating date and time of when a possible COVID case used the room should be clearly indicated on the door until a deep clean is completed.</li> <li>▪ Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19:</a></li> </ul>	All		



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li>▪ In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</li> <li>▪ The Infection Control Policy and <a href="#">Cleaning in non-healthcare settings</a> guidance to be followed to clean the area.</li> <li>▪ Any medication given to ease the unwell individual's</li> </ul>	<p>Site Manager</p> <p>Reception first aider</p> <p>All staff</p> <p>HT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>1<sup>st</sup>/ 2<sup>nd</sup> Sept</p>	<p>1<sup>st</sup>/ 2<sup>nd</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy</p> <ul style="list-style-type: none"> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <a href="#">Cleaning in non-healthcare settings</a> guidance</li> <li>Training delivered to all staff during INSETs in September</li> </ul>			
<b>2. Where recommended, use of face coverings in schools</b>					
<ul style="list-style-type: none"> <li>The government is not recommending universal use of face coverings in all schools.</li> <li>Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</li> <li>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage</li> </ul>	<ul style="list-style-type: none"> <li>All students to receive a safety briefing on how to safely put on a mask and the safe storage when not in use.</li> <li>The school will provide students with sealable plastic bags for safe storage if students do not have this item.</li> <li>A small stock of disposable masks is available for students who do not have a mask.</li> <li>All staff will be provided with a plastic visor to wear in addition to personal masks if they wish.</li> </ul>	<p>HT</p> <p>Reception</p>	<p>3<sup>rd</sup> / 4<sup>th</sup> Sept</p>	<p>3<sup>rd</sup> / 4<sup>th</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Primary school children will not need to wear a face covering.</li> <li>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</li> <li>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</li> <li>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</li> <li>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff,</li> </ul>	<ul style="list-style-type: none"> <li>of them in individual, sealable plastic bags between use.</li> <li>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> <li>It is reasonable to assume that staff and young people will now have access to face coverings. Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students using disposable masks for use on public transport must use the bin and sanitizer at the entrance gate to the school.</li> <li>Students and parents will be told that it is "highly recommended" to wear face mask in corridors and it is compulsory in the Cyber café when buying food.</li> </ul>	<p>Pupils</p> <p>HT</p>	<p>3<sup>rd</sup> Sept</p> <p>27<sup>th</sup> Aug.</p>	<p>3<sup>rd</sup> Sept</p> <p>14<sup>th</sup> Aug</p>

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<p>parents, pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <ul style="list-style-type: none"> <li>Face coverings are required at all times on public transport, except for children under the age of 11.</li> </ul>					
<p><b>3. Clean hands thoroughly more often than usual.</b></p>					
<ul style="list-style-type: none"> <li>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> </ul>	<ul style="list-style-type: none"> <li>Build hand washing into school routines so that children wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?</li> <li>Ensure supervision of hand sanitiser use given risks around ingestion.</li> <li>Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>The School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. <ul style="list-style-type: none"> <li>Supervision of hand sanitiser within every classroom</li> <li>The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy.</li> <li>Pupils arriving at school wearing a face covering are instructed to remove them safely when going into classrooms. They must then immediately wash their hands and dispose of temporary face coverings in a covered bin or place reusable face coverings in</li> </ul> </li> </ul>	ALL	Ongoing	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>Sufficient quantities of cleaning supplies and hand soap to be maintained.</li> <li>All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>a plastic bag they take home with them, they then sanitise their hands again before heading to their classroom.</li> <li>Sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitisers are available in classrooms and other learning environments.</li> </ul>	<p>Site Manager to check daily</p> <p>All</p>	<p>1<sup>st</sup> Sept</p> <p>Ongoing</p>	<p>1<sup>st</sup> Sept.</p>
<b>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b>					
<ul style="list-style-type: none"> <li>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> </ul>	<ul style="list-style-type: none"> <li>Are there enough tissues and bins available in the school to support pupils and staff to follow this routine?</li> <li>Ensure that younger children and those with complex needs are helped to get this right.</li> <li>Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers?</li> <li>All staff will be briefed weekly as a minimum on expected hygiene standards.</li> </ul>	<ul style="list-style-type: none"> <li>‘Catch it, bin it, kill it.’ signage around school site. <ul style="list-style-type: none"> <li>Younger pupils and those with complex needs are helped to follow this.</li> <li>All classrooms have sufficient lidded bins and tissues. Teachers to regularly check supplies.</li> <li>Hygiene routines explained via social stories for those pupils with complex needs.</li> <li>Risk assessments to identify pupils with complex needs who struggle to maintain good</li> </ul> </li> </ul>	<p>ALL</p> <p>Bursar</p> <p>Teachers/ TA’s</p> <p>SENCO</p>	<p>Ongoing</p> <p>July 20th</p> <p>April / Ongoing</p> <p>Ongoing</p>	<p>18<sup>th</sup> March</p> <p>July 20<sup>th</sup></p> <p>April</p> <p>April</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> <li>Will there be procedures in place at school entrances for removal of face coverings including bins for disposal.</li> <li>If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of. Employers should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools.</li> </ul>	<p>respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <ul style="list-style-type: none"> <li>All staff have access to near miss record via online portal but will continue to use the reporting book in main reception until this time.</li> <li>Weekly update to all staff</li> <li>Bins at school entrances for removed face coverings and other clinical waste.</li> <li>Plastic face visors for all staff available</li> <li>Students training on good practice for using face coverings.</li> <li>All contractors and Farnborough fins staff must wear face masks.</li> </ul>	<p>Mrs Hayter</p> <p>HT</p> <p>Site manager</p> <p>HT</p> <p>HT</p> <p>Reception</p>	<p>20<sup>st</sup> Sept</p> <p>Ongoing</p> <p>3<sup>rd</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>3<sup>rd</sup>/4<sup>th</sup> Sept</p> <p>Ongoing</p>	<p>3<sup>rd</sup> Sept.</p> <p>1<sup>st</sup> Sept</p> <p>3<sup>rd</sup>/4<sup>th</sup> Sept</p>

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

##### Enhanced cleaning regime

<ul style="list-style-type: none"> <li>An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups</li> </ul>	<ul style="list-style-type: none"> <li>Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take?</li> </ul>	<ul style="list-style-type: none"> <li>Additional hours dedicated to enhanced cleaning per day (times altered to suit requirements).</li> </ul>	<p>Site Manager</p> <p>SEN staff</p>	<p>Ongoing</p> <p>3<sup>rd</sup>/4<sup>th</sup> Sept</p>	<p>May</p> <p>3/4<sup>th</sup> Sept</p>
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Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>▪ Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</li> <li>▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?</li> <li>▪ Are bins emptied throughout the day?</li> <li>▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Laptops to be used within year group bubbles and cleaned after each use.</li> <li>▪ Where possible high users will be issued with own laptops</li> <li>▪ Surfaces that pupils are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal;</li> <li>▪ Where classrooms/work areas are shared by teachers in one day the teacher will clean the teachers work area before leaving</li> <li>▪ Library books are issued via click and collect system and should be left to self-heal for 3 days after return.</li> <li>▪ Soft furnishings that are hard to clean are removed.</li> <li>▪ Students will be able to use toilets during lessons to reduce congestion. Capacity signage for each toilet block to reduce crowding at breaks and toilets will be cleaned regularly, and pupils encouraged to clean their</li> </ul>	<p>Site manager and staff</p> <p>Teachers</p> <p>Librarian</p> <p>Site Manager</p> <p>All</p>	<p>Ongoing</p> <p>Ongoing</p> <p>15<sup>th</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>Ongoing</p>	<p>March</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li>▪ The Bursar arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email <a href="mailto:DfE-CovidEnquiries.COMMERCIAL@education.gov.uk">DfE-CovidEnquiries.COMMERCIAL@education.gov.uk</a></li> <li>▪ The Site manager monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li> </ul>	Site Manager/ Bursar	Ongoing	
<b>Hazards from using new or different hazardous products</b>					
<ul style="list-style-type: none"> <li>▪ If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment.</li> <li>▪ Ensure that any significant findings or precautions are shared with those using the products.</li> <li>▪ It should be noted that in most if not all cases these will be lower risk items.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All cleaning products will be stored out of the reach of children               <ul style="list-style-type: none"> <li>▪ Any hazardous substances that are used as a result of changes to cleaning or hygiene regimes have a COSHH risk assessment.</li> <li>▪ Any significant findings or precautions will be shared with those using the products.</li> </ul> </li> </ul>	Relevant staff / Site Manager to monitor	Ongoing	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Contaminated waste</b>					
<ul style="list-style-type: none"> <li>▪ Contaminated or potentially contaminated waste must be dealt with properly to reduce the risk of the spread of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</li> <li>▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li>▪ You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</li> <li>▪ If the individual tests negative, this can be put in with the normal waste</li> <li>▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> <li>▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recap of training for all staff on disposal of waste products into white lidded bins in classrooms. <ul style="list-style-type: none"> <li>▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then placed in a bin.</li> </ul> </li> <li>▪ A bin is stored in the reception medical room and will be emptied weekly by reception staff</li> </ul>	<p>HT/SLT</p> <p>Site Manager/ Cleaners</p>	<p>1<sup>st</sup>/2<sup>nd</sup> Sept</p>	<p>1<sup>st</sup>/2<sup>nd</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	local waste collection authority or contractor.				
<b>6. Minimise contact between individuals and maintain social distancing wherever possible.</b>					
<b>Maintaining groups or bubbles</b>					
<ul style="list-style-type: none"> <li>▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>▪ The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help.</li> <li>▪ Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</li> <li>▪ Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider the minimum size groups you can manage whilst delivering the curriculum.</li> <li>▪ Can consistent groups be maintained wherever possible?</li> <li>▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.</li> <li>▪ Social distancing should be reinforced within groups, particularly for older children.</li> <li>▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate in year group bubbles for all years and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> <li>▪ Pupils ability to distance;</li> <li>▪ The layout of the school site;</li> <li>▪ The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> </li> <li>▪ If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups, wherever possible</li> <li>▪ Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their</li> </ul>	ALL	Ongoing	Sept 1 <sup>st</sup>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <ul style="list-style-type: none"> <li>▪ In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.</li> <li>▪ In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around</li> </ul>		<p>distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <ul style="list-style-type: none"> <li>▪ Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>▪ Pupils old enough should be supported to maintain distance and not touch staff and their peers.</li> <li>▪ Classrooms and other learning environments are organised to maintain space between seats and desks where possible.</li> <li>▪ Pupils are seated side by side and facing forwards, rather than face to face or side on. Students with EHCP's or additional needs are placed at the front of classrooms</li> <li>▪ Large gatherings such as assemblies are avoided and where possible, presented virtually. Bubble groups kept apart.</li> <li>▪ The timetable is revised to implement where possible:</li> </ul>	<p>Pastoral team</p> <p>DHT</p>	<p>1<sup>st</sup> Sept</p> <p>July</p>	<p>1<sup>st</sup> Sept</p> <p>July</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</li> </ul>		<ul style="list-style-type: none"> <li>Mixing within education or childcare setting is minimised by: <ul style="list-style-type: none"> <li>accessing rooms directly from outside where possible;</li> <li>Division down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;</li> <li>One Way system implemented around the outside of school buildings with signage. All students get an orientation walk on the first day.</li> <li>Staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in through dedicated entrance points for Year group bubbles.</li> </ul> </li> </ul>	<p>Teachers and TAs</p> <p>SLT</p>	<p>Ongoing</p>	<p>3<sup>rd</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li>○ The number of pupils using the toilet at any one time is limited;</li> <li>▪ All classrooms have surfaces cleaned between use by different groups;</li> <li>▪ The use of staff rooms and offices is staggered to limit occupancy.</li> <li>▪ Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors, including contact numbers for test and trace.</li> <li>▪ Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared</li> </ul>	<p>Pupils</p> <p>Staff</p> <p>Reception</p> <p>Staff / Technicians where applicable</p>	<p>Ongoing</p> <p>Ongoing</p>	



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li>▪ Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <a href="#">COVID-19: Guidance on phased return of sport and recreations.</a></li> <li>▪ Fogging machine used to clean shared specialist equipment between groups</li> <li>▪ Lessons which include singing, chanting, playing wind or brass instruments or shouting may cause an additional risk of infection. Control measures of physical distancing, playing outside, limiting group size to class and year group bubbles, positioning pupils back to back or side to side, avoiding sharing of instruments and ensuring good ventilation are put in place.</li> </ul>	<p>Techs</p> <p>All teachers of PE/Music /Drama/ Langs.</p>		

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Measures within the classroom</b>					
<ul style="list-style-type: none"> <li>▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>▪ This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</li> <li>▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>▪ A 2m space around the teacher's desk should be maintained wherever possible.</li> <li>▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks etc.</li> <li>▪ All spaces should be well ventilated using windows etc. where possible. See also notes on air conditioning in premises section below.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classrooms desks are cleaned throughout the day, with a thorough cleaning of the rooms at the end of the day. <ul style="list-style-type: none"> <li>▪ Classrooms to be rearranged so that all face forward and children are side by side.</li> <li>▪ Staff should be socially distanced from other adults and children where possible, especially when moving between bubbles. Teaching space is at the front of each room.</li> <li>▪ Class teachers to be responsible for opening / closing doors and windows each day. Windows and doors should be open to allow for adequate ventilation. Apart from fire doors.</li> <li>▪ Teachers in each room to be responsible for cleaning the classroom / equipment at the end of each day. - Bacterial spray and kitchen roll available in small cleaning boxes (1 per class)</li> </ul> </li> </ul>	<p>ALL</p> <p>Teachers to lead</p> <p>Librarian</p>	<p>Ongoing</p> <p>20<sup>th</sup> July</p>	<p>20<sup>th</sup> July</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
rooms should be minimised, although staff must still have a break of a reasonable length during the day.		<ul style="list-style-type: none"> <li>▪</li> </ul>			
<b>Measures for arriving at and leaving school</b>					
<ul style="list-style-type: none"> <li>▪ Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>▪ Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider staggered starts or adjusting start and finish times to keep groups apart.</li> <li>▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</li> <li>▪ Consider how to communicate this to parents and reinforce it, as necessary.</li> <li>▪ Ensure procedures are in place for removal of face coverings when arriving at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Soft start to the day with tutor rooms open from 8.20am.</li> <li>• School timetable/breaks to allow staff to use staffroom in reduced group sizes.</li> <li>• Staff to wipe down shared equipment e.g. photocopier. Anti-bacterial spray and kitchen roll to be used after each use of white goods.</li> <li>• Hand sanitiser to be widely available throughout shared area</li> <li>• Limited numbers in toilets – signage in place to indicate.</li> <li>• Start and finish times communicated to parents through parent letter before the end of the summer term 2020. <ul style="list-style-type: none"> <li>• Bins at all entrances for removed face coverings.</li> </ul> </li> <li>▪</li> </ul>	<p>ALL</p> <p>DHT</p> <p>Bursar</p> <p>Bursar Site Manager HT</p> <p>Site Manager</p>	<p>Ongoing</p> <p>3<sup>rd</sup> Sept</p> <p>3<sup>rd</sup> Sept</p> <p>July 3<sup>rd</sup> Sept</p> <p>End of term</p> <p>3<sup>rd</sup> Sept</p>	<p>3<sup>rd</sup> Sept</p> <p>3<sup>rd</sup> Sept</p> <p>July 20<sup>th</sup> 3<sup>rd</sup> Sept</p> <p>22<sup>nd</sup> July</p> <p>3<sup>rd</sup> Sept</p>
<b>Support for pupils with SEND</b>					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation</li> <li>Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual.</li> <li>Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed.</li> <li>Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to additional guidance for pupils with education, health and care plans.</li> <li>Consider how to manage visiting and support staff to maintain social distancing measures.</li> <li>Consider what arrangements are required for visitors including arranging visits out of hours or remote meetings where possible.</li> <li>Records of visitors must be kept for 21 days.</li> <li>Work with other establishments to devise appropriate arrangements where children attend more than one setting.</li> </ul>	<ul style="list-style-type: none"> <li>EHCP students to be issued with personal laptop if needed that can be taken home.</li> <li>Pre visit for all EHCP students and ASD K students before the start of term for personal tour.</li> <li>Social skills groups for incoming Year 7 and for students identified needs that would benefit.</li> <li>ELSA support continues or is started prior to students returning to school.</li> <li>Planning meetings with Specialist teaching team to identify vulnerable learners.</li> <li>Students requiring face to face assessments to be allocated a large room to allow for 2 metre social distancing.</li> <li>All visitors to complete paper contact form including Covid questionnaire that will be stored for 21 days and then destroyed.</li> <li>New privacy notice sent out to all parents and placed on website regarding the storage of contact details for the purpose of Track and trace.</li> </ul>	<p>SENCo</p> <p>Reception</p> <p>Bursar</p>	<p>3<sup>rd</sup>/4<sup>th</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>Ongoing</p> <p>25<sup>th</sup> Sept.</p> <p>Ongoing</p> <p>Ongoing</p> <p>14<sup>th</sup> Sept</p>	<p>4<sup>th</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>7<sup>th</sup> Sept</p> <p>14<sup>th</sup> September</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</li> </ul>					
<b>Equipment and resources</b>					
<ul style="list-style-type: none"> <li>Equipment and resources are integral to education in schools.</li> <li>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow</li> </ul>	<ul style="list-style-type: none"> <li>Are staff and pupils reminded to use their own pencils and pens?</li> <li>Are there measures to limit sharing of resources as much as is possible?</li> <li>Are there measures to limit what is brought into and taken home from school?</li> <li>Is there a consistent policy for marking books?</li> <li>Are classroom resources included as part of an enhanced cleaning regime?</li> <li>Are shared resources cleaned between use?</li> </ul>	<ul style="list-style-type: none"> <li>All students to bring own equipment</li> <li>Pupils will wear PE kit to school on their allocated PE day to minimise clothing brought in from home, to enable regular washing, to eliminate the need for changing and for the older children, to eliminate mixing bubbles to change in gender groups.</li> <li>Parents do not deliver PE kit during the day.</li> <li>Shared resources within school to be cleaned after use. Kitchen</li> </ul>	<p>ALL</p> <p>Pupils / Parents</p> <p>Teachers/ Technicians/TA's</p>	Ongoing	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</li> <li>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul>	<ul style="list-style-type: none"> <li>Is outdoor playground equipment cleaned more frequently?</li> </ul>	<p>roll available in in small cleaning boxes (1 per class)</p> <ul style="list-style-type: none"> <li>Marking to follow school policy but identifying that the whole scale collection and transport of books by staff to their homes is to be avoided. Use of online tools, Showmyhomework uploads and Teams quizzes as an alternative.</li> </ul>			
<b>7. Where necessary, wear appropriate personal protective equipment (PPE)</b>					
<ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Where staff have been identified as needing PPE, have they been provided with appropriate supplies?</li> <li>Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?</li> </ul>	<ul style="list-style-type: none"> <li>All staff will have had Health and Safety training</li> <li>Staff to wear face masks when administering first aid where bodily fluids are flowing.</li> <li>Gloves should be worn for minor first aid.</li> </ul>	<p>HT</p> <p>ALL first aiders</p>	<p>1<sup>st</sup> Sept</p> <p>Ongoing</p>	<p>1<sup>st</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul>		<ul style="list-style-type: none"> <li>Gloves and aprons should be worn for supporting intimate care</li> <li>PPE provided for first aiders and 1 to 1 with intimate care. If first aid is administered the first aider must wear the PPE equipment provided.</li> <li>First aid to be recorded on medical online portal.</li> </ul>			
<b>8. Engage with the NHS Test and Trace process</b>					
<ul style="list-style-type: none"> <li>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms.</li> <li>Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>Persons must provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a clear understanding in the school around NHS Test and Trace procedures?</li> <li>Are the contact details for local Public Health Protection Team available?</li> <li>Have the requirements around testing been communicated to all parties?</li> <li>Have all parties been told that they must inform the school of the results of any test as soon as possible?</li> <li>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</li> <li>Home testing kits can be given directly to parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>NHS Test and Trace process to be followed and understand how to contact their local Public Health England health protection team by being regularly communicated to Parents through HT letters.</li> <li>Parents to speak to the school prior to sending their child in if they are unsure.</li> <li>Parents and staff must book a test if they are displaying symptoms.</li> <li>Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.</li> </ul>	<p>HT</p> <p>Parents</p> <p>All</p>	<p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Self-isolate if they have been in close contact with someone who tests positive for COVID-19, or if anyone in their household develops symptoms of COVID-19.</li> <li>▪ Schools should ask parents and staff to inform them immediately of the results of a test if: <ul style="list-style-type: none"> <li>▪ If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>▪ If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks</li> </ul> </li> </ul>	<p>collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place.</p>	<ul style="list-style-type: none"> <li>• School testing kits to only be used for parents unable to get transport to a testing site or with disabilities that may make it hard to arrange a test for their child.</li> <li>• All must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>• The school will work with Local Health Protection team to ensure student contacts can be identified quickly using in school class tracker.</li> <li>• All Kings community members will Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>• The school will ask parents and staff to inform them immediately of the result of the test.</li> </ul>	<p>Attendance officer</p> <p>All</p> <p>Attendance officer</p> <p>All</p> <p>Parents</p>		

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>		<ul style="list-style-type: none"> <li>Parents will not send their child into school if they are awaiting a test result or they are quarantining due to returning from a country on the restricted lists.</li> <li>If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating and return to school with agreement of the attendance officer.</li> <li>More hours will be allocated to the attendance officer role to facilitate this workload</li> </ul>	<p>Parents / Attendance officer</p> <p>HT</p>		
<p><b>9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (Appendix 1)</b></p>					
<ul style="list-style-type: none"> <li>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</li> <li>The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive,</li> </ul>	<ul style="list-style-type: none"> <li>Are staff aware of the need to contact the local health protection team?</li> <li>Are contact details for the local health protection team available?</li> <li>Are proportionate records of pupils and staff in each group and close contacts between groups maintained?</li> <li>Ensure that all visitors to the school sign in and there is a</li> </ul>	<ul style="list-style-type: none"> <li>All staff will have had training which will include procedures for managing a confirmed case of coronavirus via this risk assessment.</li> <li>If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will</li> </ul>	<p>HT</p> <p>HT /DHT</p>	<p>1<sup>st</sup> / 2<sup>nd</sup> Sept</p> <p>Immediately</p>	<p>1<sup>st</sup>/2<sup>nd</sup> Sept</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <ul style="list-style-type: none"> <li>▪ Close contact means: <ul style="list-style-type: none"> <li>▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>▪ travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of system of control for more on grouping pupils). This should be a proportionate recording process.</li> <li>▪ Household members of those contacts who are sent home do not need to self-</li> </ul>	<p>means to contact them if needs be. Normal signing in records would be sufficient.</p> <ul style="list-style-type: none"> <li>▪ If a pupil tests positive for COVID-19 then notify your local health protection team (HPT) immediately when you are informed of a possible or confirmed case by NHS Test &amp; Trace, staff or a parent or carer of a pupil within the last 14 days.</li> </ul>	<p>advise on any additional action required.</p> <ul style="list-style-type: none"> <li>• Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</li> <li>• Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept on sims class tracker.</li> <li>▪ All visitors to site to use Sign in log book system to sign in and out so that records of any persons who have been on site are kept and they can be contacted in the event of an outbreak. Records kept under GDPR guidelines and destroyed after 21 days.</li> </ul>	<p>HT / DHT</p> <p>HT/ Attendance officer</p> <p>Reception</p>	<p>Immediately</p> <p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> <li>▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with</li> </ul>					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>possible or confirmed coronavirus (COVID-19) infection’</p> <ul style="list-style-type: none"> <li>▪ Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</li> <li>▪ In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</li> <li>▪ More guidance is available: What to do if a pupil is displaying symptoms of coronavirus (COVID-19).</li> </ul>					
<b>10. Contain any outbreak by following local health protection team advice</b>					
<ul style="list-style-type: none"> <li>▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure there are contingency procedures in place for an outbreak considering partial or</li> </ul>	<ul style="list-style-type: none"> <li>• Follow local health protection advice, this may include a larger number of other pupils self-</li> </ul>	HT/DHT	Immediately	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <ul style="list-style-type: none"> <li>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</li> </ul>	<p>full closure, on the advice of health protection teams.</p>	<p>isolating at home as a precaution.</p> <ul style="list-style-type: none"> <li>In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive.</li> <li>Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.</li> </ul>	<p>SLT</p>	<p>20th Sept</p>	

## SECTION 2: SCHOOL OPERATIONS

### Transport

#### Dedicated school transport

<ul style="list-style-type: none"> <li>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of</li> </ul>	<ul style="list-style-type: none"> <li>How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>Use of hand sanitiser upon boarding and/or disembarking</li> <li>Additional cleaning of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Where possible, transport arrangements are organised to cater for any changes to start and finish times. <ul style="list-style-type: none"> <li>For more information on home to school transport, please refer to SCC guidance in safer working for home to school transport – parents have been</li> </ul> </li> </ul>	<p>SENCO/B ursar/ SCC</p>	<p>When necessary</p>	
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Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</p> <ul style="list-style-type: none"> <li>Additional guidance now available Transport to school and other places of education: autumn term 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Organised queuing and boarding where possible</li> <li>Maximise social distancing within vehicles wherever possible</li> <li>Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport.</li> <li>Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. Seek a copy of their risk assessment and operating plan.</li> </ul>	<p>advised by letter to contact Surrey Transport to confirm new timings and start dates.</p> <ul style="list-style-type: none"> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers;</li> <li>Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, set pick-up and drop-off times).</li> </ul>			
<b>Public transport</b>					
<ul style="list-style-type: none"> <li>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils,</li> </ul>	<ul style="list-style-type: none"> <li>Can school start / end times be staggered to avoid peak times?</li> <li>Encourage parents, staff, and pupils to walk or cycle to school if possible.</li> <li>Consider using 'walking buses'</li> </ul>	<ul style="list-style-type: none"> <li>Parents asked to ensure that they adhere to social distancing measures when both travelling to and from school. <ul style="list-style-type: none"> <li>School start / end times staggered to avoid congestion</li> </ul> </li> </ul>	Parents	Ongoing	



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.</p> <ul style="list-style-type: none"> <li>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.</li> <li>Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided.</li> <li>Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised.</li> </ul>					
<b>Pupils and families who are anxious about return to school</b>					
<ul style="list-style-type: none"> <li>Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right</li> </ul>	<ul style="list-style-type: none"> <li>Consider sharing the risk assessment and significant findings with parents or via the school's website. The risk</li> </ul>	<ul style="list-style-type: none"> <li>Share risk assessment via website</li> <li>Individual meetings with attendance officer and Head of Year.</li> <li>ELSA support sessions</li> </ul>	HT Attendance officer/ HOY	Aug 27 <sup>th</sup> Ongoing	Aug 27 <sup>th</sup>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <ul style="list-style-type: none"> <li>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</li> </ul>	<p>assessment should be shared on request.</p> <ul style="list-style-type: none"> <li>Individual discussions around concerns can help to allay fears.</li> </ul>				
<b>School workforce</b>					
<b>Staff who are extremely clinically vulnerable</b>					
<ul style="list-style-type: none"> <li>Where schools implement the system of controls outlined in this document, in</li> </ul>	<ul style="list-style-type: none"> <li>Use government advice on shielding and protecting people</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments to be updated.</li> </ul>	Bursar	As required	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <ul style="list-style-type: none"> <li>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue.</li> <li>Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</li> </ul>	<p>for those who extremely clinically vulnerable.</p> <ul style="list-style-type: none"> <li>Use government advice for those who are clinically vulnerable including pregnant women.</li> <li>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings.</li> <li>School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>All relevant staff to be reminded that they may have a risk assessment if they feel that they meet the criteria.</li> <li>Utilise occupational Health support from SCC if needed.</li> <li>Home working for identified staff if advised by clinical practitioner.</li> </ul>			
<b>Staff who are clinically vulnerable</b>					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>▪ This includes taking particular care to observe good hand and respiratory hygiene, minimising contact, and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</li> <li>▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable.</li> <li>▪ Use government advice for those who are clinically vulnerable including pregnant women.</li> <li>▪ Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings.</li> <li>▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual risk assessments to be updated.</li> <li>▪ All relevant staff to be reminded that they may have a risk assessment if they feel that they meet the criteria.</li> <li>▪ Home working for identified staff if advised by clinical practioner.</li> </ul>	Bursar	As required	
<b>Staff who are pregnant</b>					
<ul style="list-style-type: none"> <li>▪ Pregnant women are in the 'clinically vulnerable' category and are generally</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employers should conduct a risk assessment for pregnant women.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual risk assessments to be updated.</li> </ul>	Bursar	As required	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>advised to follow general advice, which applies to all staff in schools.</p> <ul style="list-style-type: none"> <li>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</li> </ul>	<ul style="list-style-type: none"> <li>For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>All relevant staff to be reminded that they may have a risk assessment if they feel that they meet the criteria.</li> <li>Utilise occupational Health support from SCC if needed.</li> <li>Home working for identified staff if advised by clinical practioner.</li> </ul>			
<b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>					
<ul style="list-style-type: none"> <li>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence.</li> <li>These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to</li> </ul>	<ul style="list-style-type: none"> <li>Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment.</li> <li>Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments to be updated.</li> <li>All relevant staff to be reminded that they may have a risk assessment if they feel that they meet the criteria.</li> <li>Utilise occupational Health support from SCC if needed.</li> <li>Home working for identified staff if advised by clinical practioner.</li> </ul>	Bursar	As required	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>understand and translate these findings for individuals in the future.</p> <ul style="list-style-type: none"> <li>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> <li>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</li> </ul>					
<b>Staff working remotely</b>					
<ul style="list-style-type: none"> <li>Where staff do work remotely, employer health and safety responsibilities still apply.</li> </ul>	<ul style="list-style-type: none"> <li>All staff working remotely to undertake DSE assessment and home working checklist.</li> <li>All staff to be provided guidance on setting up a safe and suitable work area.</li> <li>Ensure regular communication with staff working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>Any staff working from home to be asked to complete a DSE assessment in September.</li> <li>TEAMS to continue to be used to enable remote working</li> </ul>	Bursar	15 <sup>th</sup> Sept	N/A
<b>Supporting staff</b>					
<ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to</li> </ul>	<ul style="list-style-type: none"> <li>Regular keeping in touch meetings</li> </ul>	SLT	Weekly / as needed	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <ul style="list-style-type: none"> <li>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li>Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision.</li> <li>Consider where additional resource could be safely brought in if necessary.</li> <li>Ensure regular communication and consultation with all staff</li> <li>Ensure staff know where to get additional support e.g. counselling or helplines.</li> </ul>	<ul style="list-style-type: none"> <li>Line managers to regularly check in with their teams and feedback to SLT any concerns</li> <li>Teams meetings</li> <li>Motivational videos and think pieces</li> <li>Ensure holidays are protected</li> <li>Access to Employee Assist program</li> </ul>			
<b>Deploying support staff, accommodating visiting specialists, supply teacher and other temporary or peripatetic teachers</b>					
<ul style="list-style-type: none"> <li>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures.</li> </ul>	<ul style="list-style-type: none"> <li>All peripatetic teachers to provide list of students they work with appointments.</li> <li>Rooms used will allow for social distancing.</li> <li>Visiting staff will sign to say they have read the risk assessment.</li> </ul>	<p>Teachers</p> <p>Reception</p>	<p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.</li> <li>▪ Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> <li>▪ To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> <li>▪ This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Supply staff will have a safety briefing with reception before working in the school.</li> </ul>			
<b>Catering</b>					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</li> <li>Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.</li> </ul>	<ul style="list-style-type: none"> <li>Aspens communicating with the school and updating on changes to their own policies. <ul style="list-style-type: none"> <li>Lunch options pared down to enable more grab and go foods.</li> <li>Snack shack open for outdoor purchases</li> <li>Year 11 common room opened</li> </ul> </li> </ul>	Bursar	1 <sup>st</sup> Sept	3 <sup>rd</sup> September
<b>Estates / Premises</b>					
<b>Maintenance</b>					
<ul style="list-style-type: none"> <li>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with normal maintenance and inspection activities, including contractor visits ensuring that statutory maintenance and inspection is carried out.</li> <li>Consider if additional equipment such as wash basins, sanitising stations, or bins etc. will be needed.</li> </ul>	<ul style="list-style-type: none"> <li>Site Manager to continue to lead on compliance areas for the school. <ul style="list-style-type: none"> <li>Assistant site manager started April 2020 to complete tasks such as testing of fire systems and flushing through of little used water outlets.</li> <li>School is up to date with compliance checks.</li> <li>Hand sanitisation before entering and when moving around the school</li> <li>Cleaning box will continue to be available for each class and checked weekly or sooner if required.</li> </ul> </li> </ul>	<p>Site Manager</p> <p>Bursar</p> <p>Site manager</p>	<p>Ongoing</p> <p>Sept 1<sup>st</sup> Sept</p> <p>20th Aug</p>	<p>1<sup>st</sup> Sept.</p> <p>Ongoing</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	rooms should not be propped open.				
<b>Fire safety</b>					
<ul style="list-style-type: none"> <li>Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located.</li> <li>A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</li> <li>Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul>	<ul style="list-style-type: none"> <li>Review and update emergency plans and assembly points as required.</li> <li>Brief staff on any changes to arrangements.</li> <li>Consider if limited evacuation drills may be beneficial e.g. by group and especially for new pupils to the school.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to complete Educare Fire Marshals training on mandatory fire safety. <ul style="list-style-type: none"> <li>Assembly point is astro turf</li> <li>Fire drill to take place in the first full week of term by Year group. Spacing between bubbles to exceed 2 metres</li> </ul> </li> <li>Head Teacher to communicate changes at the start of term during staff training.</li> </ul>	<p>Bursar</p> <p>AHT Beh.</p> <p>HT</p>	<p>July 22<sup>nd</sup></p> <p>11<sup>th</sup> Sept</p> <p>1<sup>st</sup>/2<sup>nd</sup></p>	<p>11<sup>th</sup> Sept</p>
<b>First aid and care provision</b>					
<ul style="list-style-type: none"> <li>The school must maintain suitable first aid and where needed paediatric first aid cover as normal.</li> <li>Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid.</li> <li>If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields.</li> <li>Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>First aid kits updated with PPE for basic first aid is available. <ul style="list-style-type: none"> <li>Children with suspected covid-19 systems will wait in one of the medical rooms until collected by a parent/carer,</li> <li>Plastic aprons, gloves, face shield and mask should be used when providing close contact first aid.</li> </ul> </li> <li>All medical intervention is recorded in medical online portal</li> </ul>	<p>All first aiders</p>	<p>1<sup>st</sup> Sept</p>	<p>1<sup>st</sup> Sept.</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ All first aid equipment will always be accessible.</li> <li>▪ 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</li> <li>▪ If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incidents must be recorded as per the school's normal arrangements.</li> </ul>				

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>School uniform</b>					
<ul style="list-style-type: none"> <li>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	<ul style="list-style-type: none"> <li>All children are required to wear full uniform when returning to school blazers are optional until half term <ul style="list-style-type: none"> <li>Pupils will wear PE kit to school on their allocated PE and Dance day to minimise clothing brought in from home, to enable regular washing, to eliminate the need for changing and for the older children, to eliminate mixing bubbles to change in gender groups</li> </ul> </li> </ul>	All pupils	3 <sup>rd</sup> Sep	3 <sup>rd</sup> Sept
<b>Wraparound provision and extra-curricular activity</b>					
<ul style="list-style-type: none"> <li>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term.</li> <li>Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</li> <li>Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition, and other out-</li> </ul>	<ul style="list-style-type: none"> <li>If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups.</li> <li>Where parents use childcare providers or out of school extra-curricular activities for their children, schools should</li> </ul>	<ul style="list-style-type: none"> <li>Cyber Café open for limited use between 7.45am and 8.15am. Students to sit socially distanced.</li> <li>Library to be open before and after school for one year group a day.</li> <li>Year group specific clubs to restart by the end of September.</li> <li>Extra cleaning added into schedule for sports facilities and Drama and Dance at the end of the school day and the beginning of the next day</li> <li>All lettings to sign new contract with the school outlining expectations relating to Covid.</li> </ul>	Aspens  Librarian  HOF  Bursar  Site Manager	3 <sup>rd</sup> Sept  15 <sup>th</sup> Sept  1 <sup>st</sup> Oct  5 <sup>th</sup> Sept	3 <sup>rd</sup> Sept    5 <sup>th</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>of-school provision for children, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible.</p> <ul style="list-style-type: none"> <li>Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</li> <li>Additional guidance is available: Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak.</li> </ul>	<p>encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this.</p> <ul style="list-style-type: none"> <li>When hiring out or letting premises consider what additional cleaning and hygiene measures are needed.</li> <li>Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity.</li> </ul>	<ul style="list-style-type: none"> <li>All Lettings must provide an up to date risk assessment prior to use.</li> <li>All lettings must have the facility to track and trace users.</li> <li>QR codes provided for NHS track &amp; trace service and all groups advised to use including Swimming Pool and Astro Pitch.</li> </ul>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Curriculum expectations</b>					
<b>Music</b>					
<ul style="list-style-type: none"> <li>▪ Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.</li> <li>▪ Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</li> <li>▪ Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.</li> <li>▪ You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play outdoors where possible</li> <li>▪ If playing indoors limit the numbers in relation to the space, use a large a room as possible, maximise ventilation.</li> <li>▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li> <li>▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Music lessons will not involve any equipment or activity that is higher risk and curriculum has been adapted.</li> <li>▪ Music has been moved to a larger more spacious area of the school to accommodate a full class.</li> <li>▪ All peripatetic music teachers to be housed in larger space to allow for social distancing. Room must be cleaned between individual lessons.</li> <li>▪ All students who have lessons must have their timetables stored at main reception.</li> <li>▪ No choirs or bands will run.</li> </ul>	HOF PA	3 <sup>rd</sup> Sep	3 <sup>rd</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting.</li> <li>Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Use microphones where possible or encourage singing quietly.</li> <li>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc.</li> <li>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.</li> </ul>				
<b>Physical activity in schools</b>					
<ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise outdoor sports wherever possible.</li> <li>Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems</li> </ul>	<ul style="list-style-type: none"> <li>PE will only pre-dominantly take place outdoors unless extremes of weather. <ul style="list-style-type: none"> <li>PE equipment will be wiped down thoroughly between use by different year groups</li> </ul> </li> </ul>	HOF PE	3 <sup>rd</sup> Sept	3 <sup>rd</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <li>Schools are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.</li> <li>Government guidance on the phased return of sport and recreation as well as guidance from Sport England for grassroot sport.</li> <li>Further guidance is available from AfPE: COVID-19: AfPE Curriculum and Extra Physical Education Covid-19 Statement</li> </ul>	<p>wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <li>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Pupils should be kept in consistent groups.</li> <li>Sports equipment should be thoroughly cleaned between each use by different individual groups.</li> </ul>	<ul style="list-style-type: none"> <li>Separate break zones and staggered breaks allocated per year group</li> <li>Dance, Drama, Sports hall and Gym have been sprayed with specialist Nordic Chem antimicrobial spray on floor surface and areas of high usage.</li> </ul>	Site Manager		
<b>Science</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL343 – Guide to doing practical work</li> </ul>	<ul style="list-style-type: none"> <li>Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, management of science</li> </ul>	<p>Practical work is an integral part of the science curriculum and it is an important tool in developing student’s knowledge and understanding. To enable our students to do practical work there will need to be careful planning so that it can be carried out within the constraints of the whole</p>	HOF Sci	7 <sup>th</sup> Sept	7 <sup>th</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>during the COVID-19 Pandemic – Science, and other supporting guides.</p>	<p>equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</p>	<p>school risk assessment and D of E’s guidance.</p> <p><b>Measures to be taken whilst doing practical activities</b></p> <p><b>Working in pairs</b> Students from the same bubble can work together during practical activities but should not work in groups of more than two.</p> <p><b>Movement around the lab</b> Careful consideration needs to be given as to how students access the equipment they need for the activity. Items of equipment should be spaced out on the side benches so that there is no overcrowding when the equipment is being collected. The normal practice of getting each pair to allocate one person the task of collecting the equipment should be enforced rigorously. This will reduce the movement around the lab.</p> <p><b>Managing Practical Activities</b> Pupils and staff must wash their hands before and after handling any</p>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>equipment. If using hand gels in the laboratory they should be non-alcohol based. If the practical activity involves the use of Bunsen burners then the teachers should ensure that the students own alcohol based gels are left outside the laboratory.</p> <p>Teachers must aim to stay 2m away from the students whilst they are doing practical activities. If a teacher has concerns about the ability of a student to carry out the task safely and without direct intervention from the teacher then they should consider a different approach such as the teacher doing a demonstration.</p> <p><b>Dealing with emergencies</b></p> <p>It is essential that there is no delay in dealing with an emergency and staff can break the 2m exclusion zone to provide IRM (immediate remedial measures) if required.</p> <p>Every room used for practical work will need the following items kept in a sealed bag marked for emergency use only. These items can be worn by the teacher if they need to administer IRM.</p> <ul style="list-style-type: none"> <li>• Disposable gloves</li> </ul>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li>• A fluid resistant face mask</li> <li>• Disposable apron</li> <li>• Eye protection</li> <li>• Paper towels</li> <li>• Plastic bag for the disposal of used equipment</li> </ul> <p><b>Inadvisable practical activities</b>            Cheek cell sampling            Lung volume/ capacity and other breathing activities            Activities which use saliva            Activities that make use of straws i.e. blowing into lime water</p> <p><b>Transferring Specialist Equipment between bubbles – cleaning and or quarantine</b>            Once a practical activity is over and the equipment has been collected in it may be required for use by students in a different bubble. Current D of E guidance requires that equipment transferred between bubbles is either cleaned meticulously or quarantined for 72 hrs.            Further advice on how to clean common items of equipment is given in Appendix 4 of CLEAPSS Guide to doing</p>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>practical work during the COVID – 19 pandemic GL343.</p> <p>In order to manage this across other department teachers are asked to submit their requisitions on the excel spreadsheet by Thursday second break.</p> <ul style="list-style-type: none"> <li>▪ Practical activities will be demonstration or will involve equipment that can be washed by technicians before being used by another bubble.</li> <li>▪ Group practicals will not happen.</li> <li>▪ New goggles have been ordered to replace donated items</li> <li>▪ SOL adjusted to provide demonstration opportunities</li> <li>▪</li> </ul>			
<b>Design &amp; Technology</b>					
<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design &amp; Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum has been adapted to allow for practical sessions and students not sharing equipment</li> <li>▪ Class sizes reduced to 24 maximum</li> <li>▪ Sanitizing fogger purchased to clean equipment by technician and adequate time allowed between practical sessions.</li> <li>▪ Food practical's have been adapted and additional fridges have been ordered to allow for safe food</li> </ul>	HOF DT	7 <sup>th</sup> Sept	7 <sup>th</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.	<p>storage and separation between bubbles</p> <ul style="list-style-type: none"> <li>Additional apron's purchased and cleaning routine in place. Sanitising stations in place.</li> <li>Technicians have completed risk assessment training</li> </ul>			
<b>Art</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 and Year 10 all provided with own personal set of resources</li> <li>Sets of equipment/ resources kept for each bubble to use.</li> </ul>	HOD Art	7 <sup>th</sup> Sept	7 <sup>th</sup> Sept
<b>Drama and Dance</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering</li> </ul>	<ul style="list-style-type: none"> <li>Drama department should review what practical lessons and activities can be delivered</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum adaptations in place for Years 7 to 11</li> </ul>	HOF PA	7 <sup>th</sup> Sept	7 <sup>th</sup> Sept

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>practical activities in Drama. This would be expected to be led by the department.</p> <ul style="list-style-type: none"> <li>Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who work in performing arts, including arts organisations, venue operators and participants.</li> <li>Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown.</li> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance, they should also give particular consideration to the guidance on delivering outdoor events.</li> </ul>	<p>and update risk assessments and lesson plans accordingly.</p> <ul style="list-style-type: none"> <li>Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc.) and technical equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Close face to face group work removed from activities.</li> <li>NO physical contact in dance and lessons can be outside if weather permits.</li> <li>Staff training by HOF on adaptations for individual lessons</li> <li>No use of the changing rooms</li> <li>Dance floor sprayed with Nordic Chem antimicrobial spray</li> <li>Advice from Dance and Drama UK to be used to make any adjustments.</li> </ul>			
<b>Educational visits</b>					
<ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits at this stage are advised against, but this advice remains under review.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure educational visit planning and approval process is in place.</li> </ul>	<ul style="list-style-type: none"> <li>No trips will take place during the autumn term currently under the guidance.</li> </ul>	EVC	Oct	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>In the autumn term, schools can resume non-overnight domestic educational visits.</li> <li>This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure existing groups remain together when on visits.</li> <li>Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues.</li> </ul>	<ul style="list-style-type: none"> <li>Residential trip to Euro Disney to be moved will be reviewed in line with current government advice.</li> </ul>			
<b>Extra-curricular provision</b>					
<ul style="list-style-type: none"> <li>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</li> <li>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Keep children within their year groups or bubbles where possible.</li> <li>Where this is not possible use small consistent groups.</li> <li>Additional cleaning may be required before / after sessions depending on school use of facilities during the day.</li> </ul>	<ul style="list-style-type: none"> <li>Clubs running before, during and after school will not start in September this will be reviewed at the end of the month.</li> <li>Cyber café open for breakfast between 7.45am and 8.15am students should sit one per table.</li> </ul>	<p>Teachers</p> <p>Aspens</p>	<p>Sept</p> <p>Sept</p>	





Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>schools to close temporarily to help control transmission.</p> <ul style="list-style-type: none"> <li>In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.</li> <li>We have also published guidance for decision makers at mainstream schools with secondary year groups, to help them plan for a tier 2 rota model if required. In the event of local restrictions on education settings being required, we will publish further operational guidance for education settings in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context.</li> <li>In circumstances where full attendance is possible, schools should not operate a rota system. It is stressed that this should</li> </ul>	<ul style="list-style-type: none"> <li>Secondary schools should plan for tier 2 rota model for the possibility of local restrictions.</li> </ul>	<p>emergency contact cannot be contacted.</p> <ul style="list-style-type: none"> <li>Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</li> <li>In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive.</li> <li>Remote education plan in place by the end of September 2020 for groups of pupils self-isolating.</li> <li>Remote education plan in place for individuals.</li> <li>Ensure regular contact between home and school.</li> <li>Staff and Year 7 training to ensure live lessons and for home learning can be planned for at short notice.</li> <li>Share DfE recommended educational resources.</li> </ul>	<p>HT</p> <p>AHT T &amp; L</p> <p>Tutors</p> <p>AHT T &amp; L</p>	<p>30<sup>th</sup> Sept</p> <p>11<sup>th</sup> Sept</p> <p>3<sup>rd</sup>/ 4<sup>th</sup> Sept</p>	<p>11<sup>th</sup> Sept</p> <p>3<sup>rd</sup>/ 4<sup>th</sup> Sept</p>



# PHE South East Health Protection Team: Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings

Version 4.0 Date 17/9/2020

**\*\*Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces.\*\***

- To notify of 2+ confirmed cases or for advice about a potential outbreak situation, call **Surrey & Sussex Health Protection Team (HPT) on 0344 225 3861** (0844 967 0069 out of hours). If the matter is not urgent you can email [SSHPU@phe.gov.uk](mailto:SSHPU@phe.gov.uk)
- For general queries about COVID-19 in educational settings, or to notify of a single confirmed case, contact the **DfE Helpline on 0800 046 8687** (option 1 for confirmed cases). The line is open Monday-Friday 8am-6pm and Saturday-Sunday 10am-4pm.
- For detailed COVID-19 guidance for educational settings, see [www.gov.uk/coronavirus/education-and-childcare](http://www.gov.uk/coronavirus/education-and-childcare)
- To book a coronavirus test, see [www.nhs.uk/ask-for-a-coronavirus-test](http://www.nhs.uk/ask-for-a-coronavirus-test) (call 119 if you don't have internet access)



