

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

Site / school name:	<b>Pyncroft Grange Primary School</b>		
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> <li>▪ SMSAs</li> </ul> </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 8 March 2021. Updated to reflect changes in place from 17 May in line with step 3 of the government roadmap</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:	NC TR	Date of completion:	20.05.21
Risk assessment approved by:	SN	Date of approval:	21.05.21
Date risk assessment to be reviewed by:	21.06.21	Risk assessment no:	Version 3.2 – 11 May 2021

## Record of risk assessment reviews

Date of review:	25 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls.</li> <li>▪ Main changes are:               <ul style="list-style-type: none"> <li>▪ Updated system of controls</li> <li>▪ Use of face coverings in secondary schools</li> <li>▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE)</li> <li>▪ Latest information on CEV and CV persons and those at increased risk from COVID-19.</li> <li>▪ Updated guidance on curriculum provision and wraparound provision</li> <li>▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance</li> <li>▪ Added contents page for easier navigation through this template</li> </ul> </li> </ul>
Date of review:	9 April 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updates to reflect changes in DfE Schools Coronavirus (COVID-19) Operational Guidance from 6 April, 31 March, and 26 March.</li> <li>▪ Main changes are:               <ul style="list-style-type: none"> <li>▪ Information on confirmatory PCR tests taken within two days of an LFD test.</li> <li>▪ Updated guidance on wearing face coverings, including continuing recommendation for Year 7 and above pupils to wear face coverings in classrooms, and guidance on making reasonable adjustments for disabled pupils and students.</li> <li>▪ Updated information on LFD testing in primary and secondary schools.</li> <li>▪ Updated information on managing confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>▪ Changes to asymptomatic testing in secondary schools to reflect the move to the home testing model.</li> <li>▪ Changes to shielding advice for CEV pupils.</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>▪ Updated information on CEV staff following changes to national shielding advice on 31 March.</li> <li>▪ Educational day visits allowed from 12 April.</li> <li>▪ Updated guidance for wraparound care and extra-curricular provision.</li> <li>▪ Outdoor and indoor competition can take place between different schools from 29 March and 12 April, respectively.</li> <li>▪ It should be noted that whilst DfE guidance has been rewritten in larger parts than expected, the substantial changes to the 8 March guidance are relatively small and should not require a significant update to your school risk assessment. In most cases our “measures to consider” have not changed.</li> <li>▪ All changes in this document have been highlighted in yellow.</li> <li>▪ DfE has changed guidance to HTML / online version only. We have kept page numbers in as a point of reference, but the online versions do not have page numbers unfortunately.</li> </ul>
Date of review:	11 May 2021	Reviewed by:	Jon Robinson	<p>Comments / date of next review:</p> <ul style="list-style-type: none"> <li>▪ Updates to reflect changes in DfE Schools Coronavirus (COVID-19) Operational Guidance from 10 May 2021 in line with step 3 of the government roadmap coming into effect from 17 May 2021.</li> <li>▪ Main changes are: <ul style="list-style-type: none"> <li>▪ Face coverings are not required by students over the age of 11 to be worn in classrooms or by staff in staffrooms.</li> <li>▪ Updated advice on pupils unable to return from abroad and travel / quarantine requirements for pupils travelling to the UK from abroad.</li> <li>▪ Domestic residential educational visits allowed from 17 May 2021. International visits are not recommended up to and including 5 September 2021.</li> <li>▪ Additional advice on running transitional, taster, and open days.</li> <li>▪ Updated advice on easing of restrictions on wraparound provision and extra-curricular activity including no required reasons for attendance or limits on numbers.</li> <li>▪ Updated information on holding live performances which whilst are now allowed must take place in line with current guidance.</li> </ul> </li> </ul>



- There are no substantial changes to the previous guidance and the focus is on relaxing restrictions and control measures. Therefore this updated should not require a significant update to your school risk assessment. In most cases our “measures to consider” have not changed.
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## System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

## Prevention

### You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

### In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

### Response to any infection:

10. Promote and engage with the NHS Test and Trace process
11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
12. Contain any outbreak by following local health protection team advice.





DfE 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 the next 10 full days. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.</p> <ul style="list-style-type: none"> <li>▪ If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.</li> <li>▪ If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</li> <li>▪ In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</li> <li>▪ If a pupil is awaiting collection: <ul style="list-style-type: none"> <li>▪ They should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required.</li> <li>▪ A window should be opened for fresh air ventilation if it is safe to do so.</li> <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> </ul> </li> </ul>		<p>Staff provide NHS notification if required to isolate</p> <p>Pupils sign posted to learning resources if an individual isolation.</p> <p>School provide remote teaching if bubble isolation</p>			

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<ul style="list-style-type: none"> <li>▪ Personal Protective Equipment (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). The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:               <ul style="list-style-type: none"> <li>▪ A face mask should be worn if a distance of 2 metres cannot be maintained</li> <li>▪ If contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting</li> </ul> </li> <li>▪ The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children’s social care settings guidance.</li> <li>▪ Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</li> </ul> <p><b>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</b></p> <ul style="list-style-type: none"> <li>▪ Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</li> </ul>					

DfE 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 symptomatic person subsequently tests positive</li> <li>▪ They develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>▪ They are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>▪ They have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school.</li> <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 after they have left, to reduce the risk of passing the infection on to other people.</li> <li>▪ If anyone is contacted by NHS Test and Trace or their local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so.</li> </ul>					
<b>2. Ensure face coverings are used in recommended circumstances (DfE page 10)</b>					
<ul style="list-style-type: none"> <li>▪ From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this</li> </ul>	Parents wear face coverings on school site Some individuals are exempt from wearing face coverings. This applies to those who:	All members of the school community	Autumn 20 Spring 21 Summer 21	

DfE 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 all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</li> <li>▪ Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</li> <li>▪ The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</li> <li>▪ Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.</li> </ul>	<p>process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <ul style="list-style-type: none"> <li>▪ Safe wearing of face coverings requires the: <ul style="list-style-type: none"> <li>▪ Cleaning of hands before and after touching – including to remove or put them on</li> <li>▪ Safe storage of them in individual, sealable plastic bags between use.</li> </ul> </li> <li>▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</li> <li>▪ Pupils must be instructed to: <ul style="list-style-type: none"> <li>▪ Not to touch the front of their face covering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>▪ Speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>Staff wear face masks in all communal areas including on school gates</p> <p>Staff wash hands thoroughly on removal of face coverings</p> <p>All visitors and outside agencies wear a face covering on entry to school</p> <p>Spare face masks in the school office</p>			

DfE 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>▪ Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</li> <li>▪ Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth.</li> <li>▪ Schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully. The following is a non-exhaustive list of possible adjustments: <ul style="list-style-type: none"> <li>▪ The provision and effective use of assistive listening devices, such as radio aids.</li> <li>▪ An increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>during use or when removing it</li> <li>▪ Dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>▪ Place reusable face coverings in a plastic bag they can take home with them</li> <li>▪ Wash their hands again before heading to their classroom.</li> <li>▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who: <ul style="list-style-type: none"> <li>▪ Are struggling to access a face covering</li> <li>▪ Are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>▪ Have forgotten their face covering it</li> </ul> </li> <li>▪ Face visors are not an alternative to face coverings</li> </ul>				

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<ul style="list-style-type: none"> <li>▪ Allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations.</li> <li>▪ Additional communication support, including remote speech-to-text reporters or sign language interpreters.</li> <li>▪ Separate one-to-one teaching and support, without the use of face coverings and in rooms where social distancing can be achieved or through a Perspex panel.</li> <li>▪ Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</li> <li>▪ Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</li> <li>▪ Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering. This includes (but is not limited to): <ul style="list-style-type: none"> <li>▪ People who cannot put on, wear, or remove a face covering because of a physical or mental illness or impairment, or disability.</li> <li>▪ Where putting on, wearing, or removing a face covering will cause you severe distress.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there an understanding of exemptions for wearing of face coverings?</li> <li>▪ Are reasonable adjustments made for disabled pupils?</li> </ul>				



DfE 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 helping ensure younger pupils and those with complex needs understand the need to follow them</p> <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>	<p>Enough hand washing facilities are available. Where a sink is not available, a hand sanitiser is available</p> <p>Keep a close eye on soap supplies</p> <p>All members of the school community reminded of the benefits of hand washing in weekly newsletters</p>			
<p><b>4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach (DfE page 13)</b></p>					
<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. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</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> </ul>	<p>Catch it Bin it Kill it signs around the school</p> <p>Tissues in all locations</p> <p>Monitoring supplies</p> <p>Flip lid labelled red bins for tissues, emptied regularly.</p> <p>Younger and SEND pupils reminded to use tissues and supervision given.</p> <p>Risk assessments in place for COIN pupils</p> <p>Good hygiene embedded into school culture.</p> <p>All staff are instructed to actively monitor to ensure all pupils and</p>	<p>All staff</p>	<p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	

DfE 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 should 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>	colleagues are adhering to principles of good hygiene			

**5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 14)**

**Enhanced cleaning regime**

<ul style="list-style-type: none"> <li>▪ In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include: <ul style="list-style-type: none"> <li>▪ More frequent cleaning of rooms or shared areas that are used by different groups</li> <li>▪ Frequently touched surfaces being cleaned more often than normal</li> <li>▪ Cleaning toilets regularly</li> <li>▪ Encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>▪ If your site allows it, allocating different groups their own toilet blocks</li> </ul> </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</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> <li>▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?</li> <li>▪ Are bins are 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>	<p>Contract cleaners do a thorough clean at the end of the school day  Bins emptied daily  Allocated member of staff cleaning toilets, communal areas and surfaces mid-morning  Each bubble has a cleaning caddy  Staff wipe surfaces regularly  Soft furnishings and toys that are hard to clean have been removed  ICT suite timetabled for Year 5 and 6 only. Computers wiped down between bubbles  I pads timetabled with time to clean between bubbles  Each bubble has allocated toilet block. Hand washing monitored  The SBM arranges enhanced cleaning to be undertaken when required- advice about enhanced cleaning protocols is sought from the local health team</p>	Staff	Autumn 20 Spring 21 Summer 21	
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DfE 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>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.</p> <ul style="list-style-type: none"> <li>When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.</li> <li>Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19.</li> </ul>		<p>The PM monitors the cleaning standards of the school cleaning contractors and discusses any additional measures linked to the COVID infection.</p>			
<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>	<p>All cleaning products will be stored out of reach of children Contractor cleaners have a risk assessment which has been seen by the school and on file</p>	<p>SBM SLT Vervia</p>	<p>Ongoing</p>	
<b>Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area</b>					
<ul style="list-style-type: none"> <li>The minimum PPE to be worn for cleaning an area after a person with symptoms of COVID-19, or confirmed COVID-19, has left the setting, is disposable gloves and an apron. Wash hands with</li> </ul>	<ul style="list-style-type: none"> <li>Is there a procedure in place for cleaning an area where a person with symptoms of COVID-19 or</li> </ul>	<p>Adults will wear PPE when they wipe down the surfaces touched by a symptomatic person (including door handles)</p>	<p>SLT</p>	<p>Ongoing</p>	

DfE 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>soap and water for 20 seconds after all PPE has been removed.</p> <ul style="list-style-type: none"> <li>▪ If a risk assessment of the setting indicates that a higher level of virus may be present then additional PPE to protect the cleaner’s eyes, mouth and nose may be necessary.</li> <li>▪ Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal.</li> <li>▪ All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells.</li> <li>▪ Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction.</li> <li>▪ Use one of the options below: <ul style="list-style-type: none"> <li>▪ a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.) or</li> <li>▪ a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants or</li> <li>▪ if an alternative disinfectant is used within the organisation ensure that it is effective against enveloped viruses</li> </ul> </li> </ul>	<p>a confirmed case of COVID-19 has been?</p> <ul style="list-style-type: none"> <li>▪ Is the appropriate PPE being used?</li> <li>▪ Are appropriate cleaning products or methods being used?</li> </ul>	<p>Isolation room will be sealed off and deep cleaned</p>			

DfE 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>▪ Avoid mixing cleaning products together as this can create toxic fumes. Avoid creating splashes and spray when cleaning.</li> <li>▪ Any cloths and mop heads used must be disposed of and should be put into waste bags as contaminated waste</li> <li>▪ When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.</li> </ul>					
<b>Contaminated waste</b>					
<ul style="list-style-type: none"> <li>▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be:               <ul style="list-style-type: none"> <li>▪ Put in a plastic rubbish bag and tied when full</li> <li>▪ The plastic bag should then be placed in a second bin bag and tied</li> <li>▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known</li> </ul> </li> <li>▪ This waste should be stored safely and kept away from children. It should not be placed in</li> </ul>	<p>Training for all staff on the safe disposal of waste products/used PPE</p> <p>Outside specific labelled bin for PPE equipment. Follow government guidance on how to store and left for 72 hours</p>	<p>Head</p> <p>Staff</p>	<p>INSET</p> <p>2/09/20</p> <p>10/11/20</p> <p>Ongoing</p>	

DfE 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>communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> <li>▪ If the individual tests negative, this can be disposed of immediately with the normal waste.</li> <li>▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.</li> </ul>				
<p><b>6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 14)</b></p>					
<p><b>How to group children</b></p>					
<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, but the balance between them will change depending on the: <ul style="list-style-type: none"> <li>▪ Pupil’s ability to distance</li> <li>▪ Layout of the building</li> <li>▪ Feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> </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>▪ Are pupils able to socially distance?</li> <li>▪ Does the layout of the building make it easier or harder to keep groups separate?</li> <li>▪ Groups should be kept apart from other groups. This could be through using different parts of the</li> </ul>	<p>Year group bubbles/COIN bubble so no mixing in the afternoons Staggered start and end of school day Separate play times and zones in playground Track and trace record sheet in each bubble Pupils reminded of the importance to social distance Red hazard marking around the teacher area If staff or pupils cannot maintain distancing, especially with younger pupils the risk is reduced by keeping pupils in smaller groups</p>	<p>All staff Parents</p>	<p>Autumn 20  Spring 21  Summer 21</p>	

DfE 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>▪ Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</li> <li>▪ Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</li> <li>▪ When using larger groups, the other measures from the system of controls become even more important to minimise: <ul style="list-style-type: none"> <li>▪ Transmission risks</li> <li>▪ The numbers of pupils and staff who need to self-isolate</li> </ul> </li> <li>▪ Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</li> <li>▪ Using small groups can: <ul style="list-style-type: none"> <li>▪ Restrict the normal operation of education</li> <li>▪ Present educational and logistical challenges</li> </ul> </li> <li>▪ You will need to consider: <ul style="list-style-type: none"> <li>▪ The cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> <li>▪ Playgrounds</li> <li>▪ Boarding houses</li> <li>▪ Dining halls</li> <li>▪ Toilets</li> </ul> </li> </ul> </li> <li>▪ The provision of specialist teaching and therapies</li> <li>▪ Assess your circumstances and try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</li> </ul>	<p>school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.</p> <ul style="list-style-type: none"> <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> <li>▪ Are cleaning arrangements in place for shared spaces?</li> </ul>	<p>and limiting interaction to under 15 minutes</p> <p>Staff should only move between bubbles when necessary. Where possible they should try and keep their distance from pupils and other staff, ideally 2 metres from adults.</p> <p>Adults to avoid close face to face contact and minimise time spent within 1 metre</p> <p>Classrooms and other learning environments are organised to maintain space between seats and desks where possible.</p> <p>Pupils are seated side by side and facing forwards, rather than face to face or side on.</p> <p>Large gatherings such as assemblies are avoided (Use of TEAMS)</p> <p>Maximise the number of lessons or classroom activities which could take place outdoors</p> <p>No parents on site unless with an arranged appointment</p> <p>Staggered break and lunch times</p> <p>Breakfast and after school club aware of children in year groups/siblings or need to social distance</p> <p>No after school activity clubs</p>		Ongoing	

DfE 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>▪ Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>▪ Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.</li> <li>▪ You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for: <ul style="list-style-type: none"> <li>▪ Specialist teaching</li> <li>▪ Wraparound care</li> <li>▪ Transport</li> <li>▪ Boarding pupils who may be in one group residentially and another during the school day</li> </ul> </li> <li>▪ Siblings may also be in different groups.</li> <li>▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</li> </ul>		<p>The use of staff rooms and offices is staggered to limit occupancy.</p> <p>Any shared learning spaces wiped down between bubbles using</p> <p>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</p>			
<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>▪ There is strong public health advice that staff in secondary schools maintain distance from their</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can changes be made in classrooms to support distancing where possible,?</li> </ul>	<p>Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.</p>	<p>SLT Head of COIN Staff Governors</p>	<p>Ongoing Autumn 20 Spring 21 Summer 21</p>	

DfE 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>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.</p> <ul style="list-style-type: none"> <li>▪ We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</li> <li>▪ Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</li> <li>▪ When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</li> <li>▪ You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils' side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A 2m space around the teacher's desk should be maintained as far as is possible.</li> <li>▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc.</li> <li>▪ Can support and other staff maintain a 2m distance from other adults in the classroom?</li> <li>▪ For students with more complex needs who require more support than additional control measures e.g. PPE will be needed for staff.</li> </ul>	<p>Pupils sitting at desk per 2 facing forward (Year 2 upwards)</p> <p>Tables in groups being introduced for topic learning</p> <p>Horseshoe tables maximum 3 but with no staff facing children</p> <p>Red hazard marker 2m area around teacher work space</p> <p>Windows and exit doors open for ventilation</p> <p>Each bubble has own allocated toilet</p> <p>Shared resources kept to essential for learning</p> <p>Resources wiped down regularly in day</p> <p>Excess furniture removed if not being used</p> <p>Older pupils encouraged to social distance</p> <p>Reading books stay within bubble for whole week. Left for 72 hours on Friday</p> <p>Reading bus has same bubble all week. Cleaned on Friday and left for 72 hours</p> <p>Speech and language therapist work with Year 1 bubble (stay children)</p> <p>Behaviour plans in place for identified pupils</p>	<p>Parents</p>		

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		Pupils bring minimal equipment to school (no sharing of individual stationary)			
<b>Measures elsewhere</b>					
<ul style="list-style-type: none"> <li>▪ You should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times. Allow time for cleaning surfaces in the dining hall between groups.</li> <li>▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that large gatherings involving more than one group are avoided</li> <li>▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times.</li> <li>▪ Plan time for cleaning between groups using shared spaces.</li> <li>▪ Consider how staff rooms can be set up to maintain distancing.</li> </ul>	<p>No whole school assemblies. Use of TEAMS  Class assemblies at desks not on the carpet (Year 2 upwards)  Timetables in place for break/lunch/staggered start and finish times  Created additional staff rooms  Clear signage reminding staff and pupils of the importance of social distancing  Any shared learning spaces wiped down between bubbles using  Corridors-social distancing signs, keep to the left, traffic lights  No wandering outside of bubbles  COIN outside agencies- provision on EHCP and will be in slots of under 15 minutes as children could find staying more than 1m apart a challenge. Adults wear PPE  School Offices- limit people staff to sit at least 1m apart and not facing each other. Staff wear a face covering  Photocopier –hands washed after use</p>	SLT SENCO Staff	Ongoing Autumn 20 Spring 21 Summer 21	
<b>Measures for arriving at and leaving school</b>					

DfE 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>▪ Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</li> <li>▪ Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include: <ul style="list-style-type: none"> <li>▪ Condensing or staggering free periods or break time but retaining the same amount of teaching time</li> <li>▪ Keeping the length of the day the same but starting and finishing later to avoid busy periods</li> </ul> </li> <li>▪ You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to: <ul style="list-style-type: none"> <li>▪ Gather at the gates</li> <li>▪ Come onto site without an appointment</li> </ul> </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 the arrangements for drop off and collection to parents and reinforce it, as necessary.</li> </ul>	<p>Pupils have allocated drop off/pick up zones.</p> <p>Staggered start and finish times</p> <p>Communicated to parents and visible on school website</p> <p>Remind parents in weekly newsletter the importance of no gatherings in groups</p> <p>Pupils met by staff members (wearing face coverings)</p> <p>No parents on site (exception at pick up time-in allocated zone)</p> <p>Parents wear face masks when dropping off and collecting pupils</p> <p>Staff wear face masks when greeting pupils</p> <p>Speak to parents on an individual basis to advise removal of face masks from pupils on arrival</p> <p>Bins at all entrances for removed face coverings.</p> <p>COVID symptoms signs on entry points</p> <p>Parents can only enter school building with booked appointment</p>	<p>SLT</p> <p>Staff</p> <p>Parents</p>	<p>Ongoing</p> <p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	
<b>Travelling to school</b>					
<ul style="list-style-type: none"> <li>▪ Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote walking or cycling to school where possible</li> <li>▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing</li> </ul>	<p>Promote walking and cycling to school within school and in parent communication</p> <p>Advertised National Walking to School month (May)</p>	<p>SLT</p>	<p>Spring 21</p> <p>Summer 21</p>	

DfE 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 transport to schools and other places of education guidance requires those involved in the provision of dedicated transport to schools to identify the risks. You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.</li> <li>▪ People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.</li> </ul>	<ul style="list-style-type: none"> <li>▪ of face coverings for people over the ages 11.</li> <li>▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks.</li> <li>▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical.</li> </ul>	<p>Parents advised not to mix bubbles in transport</p>			
<b>Other considerations including SEND and visitors to school</b>					
<ul style="list-style-type: none"> <li>▪ Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</li> <li>▪ To make sure pupils with medical conditions are fully supported, work with: <ul style="list-style-type: none"> <li>▪ Local authorities</li> <li>▪ Health professionals</li> <li>▪ Regional schools' commissioners</li> <li>▪ Other services</li> </ul> </li> <li>▪ Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans.</li> <li>▪ Consider how to manage visiting and support staff to maintain social distancing measures.</li> <li>▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible.</li> </ul>	<p>Risk assessment for COIN pupils if required  Surrey services not coming into school (support remotely)  Children's needs on EHCPs being met in school by outside agencies.  Staff wearing PPE  Speech and language teacher in hall with ventilation and space  All visitors sign in on arrival to school with contact details  Contractors for school site are timetabled to come after pupils left school  All visitors to the school wash hands on arrival and wear masks  All parcels left outside main school office door.</p>	<p>Head of COIN  SLT  Staff</p>	<p>Autumn 20  Spring 21  Summer 21</p>	

DfE 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>▪ Specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers, or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</li> <li>▪ Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.</li> <li>▪ You should have discussions with key contractors about the school’s control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</li> <li>▪ As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures. These programmes are essential for children’s health and wellbeing and can also provide benefits for staff.</li> <li>▪ Where a pupil routinely attends more than one setting on a part time basis, for example because</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records of visitors must be kept to support NHS Test and Trace.</li> <li>▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting.</li> <li>▪ Also see <a href="#">specific section</a> on EHC.</li> </ul>				

DfE 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 dual registered at a mainstream school and a special setting, the settings 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 pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p>					
<b>Equipment</b>					
<ul style="list-style-type: none"> <li>▪ For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</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, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either: <ul style="list-style-type: none"> <li>▪ Clean it before it is moved between bubbles</li> <li>▪ Allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> </li> <li>▪ You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where</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 and kept within bubbles?</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>	<p>Pens removed by signing in book. Staff use own pen Shared resources within school to be cleaned after use. Children have individual writing pencil/pen Individual pencil cases must not be shared Staff follow school feedback policy Outdoor equipment (large and small) in playground used by same bubble for the whole week. Then left for 72 hours. Taking advice from Opal Play consultant Parents advised to only send pupils with essential equipment (no toys) Reading books stay in school for 72 hours (Friday-Monday) before moving bubbles</p>	<p>Staff</p> <p>Staff</p> <p>SBM SLT</p>	<p>Ongoing Autumn 20 Spring 21 Summer 21</p>	

DfE 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>cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>▪ Restricted to one user</li> <li>▪ Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> <li>▪ Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.</li> <li>▪ Pupils should limit the amount of equipment they bring into school each day, including essentials such as: <ul style="list-style-type: none"> <li>▪ Lunch boxes</li> <li>▪ Hats and coats</li> <li>▪ Books</li> <li>▪ Stationery</li> <li>▪ Mobile phones</li> </ul> </li> <li>▪ Bags are allowed</li> <li>▪ Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is outdoor playground equipment cleaned more frequently?</li> <li>▪ Refer to CLEAPSS guidance for advice on cleaning science and D&amp;T equipment.</li> </ul>	<p>No outside lets No new lets (including parties) Follow guidance appropriately and communicate to relevant staff</p>			
<b>Parent pick-up and drop-offs</b>					
<ul style="list-style-type: none"> <li>▪ We know that travel to school patterns differ greatly. 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.</li> <li>▪ Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping</li> </ul>	<ul style="list-style-type: none"> <li>▪ How will arrangements for pick-up and drop-offs be communicated to parents?</li> <li>▪ How will gathering at the school gates be monitored and managed?</li> <li>▪ How will appointments be managed?</li> </ul>	<p>Parents have a clear timetable of drop off and pick up times. No reduction in daily teaching time SLT visible each day on school dates to monitor gathering Appointments made via school office Parents wait outside school building, wear a face covering and</p>	SLT	Autumn 20 Spring 21 Summer 21	

DfE 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>the length of the day the same but starting and finishing later to avoid rush hour.</p> <ul style="list-style-type: none"> <li>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school entrance and otherwise coming onto the site without an appointment is not allowed.</li> </ul>		<p>meeting will take place in a well-ventilated room adhering to social distancing rules</p>			
<b>7. Keep occupied spaces well ventilated (DfE page 20)</b>					
<ul style="list-style-type: none"> <li>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</li> <li>These can be achieved by a variety of measures including: <ul style="list-style-type: none"> <li>Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal.</li> <li>Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters.</li> <li>Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between</li> </ul>	<p>Classrooms and communal areas well ventilated Staff and pupils advised to wear additional layers of clothing Air conditioning unit in the reading bus not in use</p>	<p>Staff</p>	<p>Autumn 20 Spring 21 Summer 21</p>	

DfE 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>▪ To balance the need for increased ventilation while maintaining a comfortable temperature, consider:               <ul style="list-style-type: none"> <li>▪ Opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>▪ Increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>▪ Providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>▪ Rearranging furniture where possible to avoid direct draughts</li> </ul> </li> <li>▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	<p>uses particularly in colder or adverse weather.</p> <ul style="list-style-type: none"> <li>▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform.</li> <li>▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved.</li> <li>▪ Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas.</li> <li>▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT</li> </ul>				

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	suites / plant rooms should not be propped open.				
<b>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 21)</b>					
<ul style="list-style-type: none"> <li>▪ Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</li> <li>▪ Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</li> <li>▪ Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> <li>▪ A pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>▪ Performing aerosol generating procedures (AGPs)</li> </ul> </li> <li>▪ When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reference to PPE for higher risk situations means: <ul style="list-style-type: none"> <li>▪ Fluid-resistant surgical face masks (also known as Type IIR)</li> <li>▪ Disposable gloves</li> <li>▪ Disposable plastic aprons</li> <li>▪ Eye protection (for example a face visor or goggles)</li> </ul> </li> <li>▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: <ul style="list-style-type: none"> <li>▪ A face mask should be worn if a distance of 2 metres cannot be maintained</li> <li>▪ If contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye,</li> </ul> </li> </ul>	<p>Covered in safety training (wearing and disposal of PPE)</p> <p>PPE available in all bubbles and worn for suspected COVID case</p> <p>Face coverings worn in communal areas</p> <p>First Aid will be undertaken in bubbles</p> <p>Staff to wear gloves and face masks when administering first aid where bodily fluids are flowing.</p> <p>Gloves should be worn for minor first aid.</p> <p>Gloves and aprons should be worn for supporting intimate care</p>	<p>Head</p> <p>Staff</p> <p>Admin</p>	<p>2.09.20</p> <p>Ongoing</p>	

DfE 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>for example, from coughing, spitting or vomiting</p> <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>				
<b>9. Promote and engage in asymptomatic testing, where available (DfE page 21)</b>					
<ul style="list-style-type: none"> <li>▪ Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings: <ul style="list-style-type: none"> <li>▪ Primary schools, school-based nurseries and maintained nursery schools</li> <li>▪ Secondary schools and colleges</li> <li>▪ Specialist settings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate and promote importance of asymptomatic testing.</li> <li>▪ Refer to <a href="#">Asymptomatic testing</a> section below for further information and assessment.</li> </ul>	<p>100% of staff and all outside agencies participating in twice weekly lateral flow testing (Sunday and Wednesday)</p> <p>Parents have been informed and will be contacted if bubble needs to isolate</p> <p>Primary school pupils not tested</p>	<p>Staff SLT</p>	<p>Spring 21  Summer 21</p>	
<b>SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION</b>					
<b>10. Promote and engage with the NHS Test and Trace process (DfE page 22)</b>					
<ul style="list-style-type: none"> <li>▪ Staff members, parents and carers will need to: <ul style="list-style-type: none"> <li>▪ Book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> <li>▪ A high temperature</li> <li>▪ A new continuous cough</li> <li>▪ A loss or change to your sense of smell or taste</li> </ul> </li> </ul> </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>▪ Have the requirements around symptomatic testing been</li> </ul>	<p>Clear communication to all school community on how to get a NHS COVID Test and the NHS Test and Trace procedures</p> <p>If child is unwell parents will collect child and siblings. Test for unwell child will be arranged by parents</p>	<p>Head  SLT  BET  Staff</p>	<p>Ongoing</p>	

DfE 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 immediately and not come to school if:               <ul style="list-style-type: none"> <li>▪ They develop symptoms</li> <li>▪ They have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>▪ Anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>▪ They are required to do so having recently travelled from certain other countries</li> </ul> </li> <li>▪ They have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> <li>▪ Provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul> <p><b>Polymerase Chain Reaction (PCR) tests</b></p> <ul style="list-style-type: none"> <li>▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website or ordered by telephone via NHS 119 for those without access to the internet.</li> <li>▪ Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</li> <li>▪ All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</li> </ul>	<p>communicated to all parties?</p> <ul style="list-style-type: none"> <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 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.</li> <li>▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students, and parents about the use of the app.</li> </ul>	<p>The school will ask parents and staff to inform them immediately of the result of the test. 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 Staff advised how to download NHS Track and Trace APP Contact details of local health team visible in school Parents advised in weekly newsletters how to get a test if needed</p>	<p>Parents</p>		

DfE 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><b>Polymerase Chain Reaction (PCR tests) contingency supply</b></p> <ul style="list-style-type: none"> <li>▪ Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal.</li> <li>▪ Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</li> <li>▪ You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Parents collecting a pupil who has developed symptoms at school</li> </ul> </li> <li>▪ These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</li> <li>▪ Further information on test kits for schools and further education providers is available.</li> <li>▪ Ask parents and staff to inform you as soon as they get their results.</li> </ul> <p><b>NHS COVID-19 App</b></p> <ul style="list-style-type: none"> <li>▪ The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider how contingency PCR test kits can be used in schools.</li> </ul>				



DfE 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 the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating):</p> <ul style="list-style-type: none"> <li>▪ Face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>▪ Been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>▪ Been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day)</li> <li>▪ Travelled in the same vehicle or a plane</li> </ul> <p>▪ Whilst awaiting the confirmatory PCR result, pupils, students, and staff and close contacts should continue to isolate.</p> <p>▪ If someone who uses transport tests positive, the assessment is likely to take account of factors such as:</p> <ul style="list-style-type: none"> <li>▪ Vehicle size</li> <li>▪ Degree of face-to-face contact</li> <li>▪ Length of time in close proximity</li> <li>▪ Whether a Perspex screen is in place</li> </ul> <p>▪ The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home and asked to self-isolate. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p>		<p>Parents advised to let school office know if contact details change</p> <ul style="list-style-type: none"> <li>• <b>Close Contact guidance:</b></li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for COVID-19: <ul style="list-style-type: none"> <li>• face-to-face contact including being coughed on or having a face-to-face conversation within one metre</li> <li>• been within one metre for one minute or longer without face-to-face contact</li> <li>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>• travelled in the same vehicle or a plane</li> </ul> </li> </ul>			

DfE 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 individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</li> <li>▪ A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and: <ul style="list-style-type: none"> <li>▪ If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>▪ If the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the</li> </ul> </li> </ul>					

DfE 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>symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <ul style="list-style-type: none"> <li>▪ You 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>▪ Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.</li> </ul>					
<p><b>12. Contain any outbreak by following local health protection team advice (DfE page 27)</b></p>					
<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, you may have an outbreak.</li> <li>▪ You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.</li> <li>▪ Are there procedures in place for admitting staff and students back to</li> </ul>	<p>Local Protection Team number in Head office Listen to advice from the health protection team on need for full or partial closure Put in place necessary cleaning regime Home learning packs available in each bubble</p>	<p>Head Staff SBM BET</p>	<p>Ongoing</p>	

DfE 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>1 for advice on the action to take in response to a positive case.</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. This could be the class or year group.</li> <li>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</li> </ul> <p><b>Admitting children and staff back to the school</b></p> <ul style="list-style-type: none"> <li>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</li> <li>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be</li> </ul>	<p>school who have tested positive?</p>	<p>If teacher well TEAMS lessons will take place</p> <p>If a parent insists on sending their child to school with COVID symptoms the Head can refuse the pupil (reasonable judgement)</p> <p>Pupil or staff member who tested positive can return to school after their isolation period and their symptoms have gone or they continue to have only a residual cough or anosmia</p>			

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carefully considered in the light of all the circumstances and current public health advice.					
<b>SECTION 2: SCHOOL OPERATIONS</b>					
<b>Asymptomatic testing (DfE page 28)</b>					
<ul style="list-style-type: none"> <li>▪ Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils, we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff.</li> <li>▪ Testing remains voluntary but strongly encouraged.</li> </ul> <p><b>Secondary schools</b></p> <ul style="list-style-type: none"> <li>▪ Secondary Schools should retain a small on-site Asymptomatic Testing Site (ATS) on-site so they can offer testing to pupils who are unable or unwilling to test themselves at home.</li> <li>▪ Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.</li> <li>▪ Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make arrangements for retaining a small on site testing centre in secondary schools only.</li> <li>▪ Complete a risk assessment for the testing process relevant for your setting (templates are available).</li> <li>▪ Communicate procedures for testing and continue to encourage take up of testing.</li> <li>▪ Ensure staff, students and parents understand what to do in the event of a positive test, including arranging a confirmatory PCR test.</li> <li>▪ Ensure that staff, students, and parents understand that symptomatic testing still needs to take place and that it can be booked online.</li> </ul>	<p>Risk assessment for staff lateral flow tests read and signed by staff participating</p> <p>Clear flowchart for staff on the procedure for a void/negative/positive test</p> <p>Staff understand they need to take a PCR test if they have a positive lateral flow test</p>	Staff	<p>Spring 21</p> <p>Summer 21</p>	

DfE 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>necessary. Children aged 11 attending a secondary school should be tested by an adult.</p> <ul style="list-style-type: none"> <li>Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.</li> </ul> <p><b>Primary schools</b></p> <ul style="list-style-type: none"> <li>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</li> <li>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in light of any emerging evidence.</li> </ul> <p><b>Specialist settings</b></p> <ul style="list-style-type: none"> <li>We recognise specialist settings will have additional considerations to take into account when delivering asymptomatic testing and additional guidance will be published and circulated. We recognise that self-swabbing may cause significant concerns for some children and young people with SEND. Testing is voluntary and no child or young person will be</li> </ul>					

DfE 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>tested unless informed consent has been given by the appropriate person.</p> <p><b>Symptomatic testing</b></p> <ul style="list-style-type: none"> <li>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</li> <li>Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</li> </ul>					
<b>Attendance (DfE page 30)</b>					
<ul style="list-style-type: none"> <li>School attendance became mandatory for all pupils from 8 March.</li> <li>You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.</li> </ul> <p><b>Term time holidays</b></p> <ul style="list-style-type: none"> <li>As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time.</li> <li>Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting</li> </ul>	<ul style="list-style-type: none"> <li>Identify any pupils who may not be able attend school, where they have received specific medical advice. All other CEV pupils should attend school.</li> <li>Ensure there is provision for remote education for those unable to attend school.</li> <li>Monitor engagement with remote education.</li> </ul>	<p>Parents advised attendance is mandatory from 8.03.21</p> <p>School risk assessment visible on school website</p> <p>Learning provided for pupils unable to attend school due to medical reasons</p> <p>Pupils isolating on an individual basis will be signposted to the Oak National Academy</p> <p>Remote teaching provided if a bubble must isolate.</p> <p>School will monitor engagement with remote education</p> <p>Half termly meeting with the EWO</p> <p>Holidays in term time not authorised unless exceptional circumstances</p>	<p>SLT</p> <p>Staff</p>	<p>Spring 21</p> <p>Summer 21</p>	

DfE 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>leave of absence, but will not normally do so for a holiday.</p> <p><b>Self isolation and shielding</b></p> <ul style="list-style-type: none"> <li>▪ A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they: <ul style="list-style-type: none"> <li>▪ Have symptoms or have had a positive test result</li> <li>▪ Live with someone who has symptoms or has tested positive and are a household contact</li> <li>▪ Are a close contact of someone who has coronavirus (COVID-19)</li> </ul> </li> <li>▪ Shielding advice has been paused nationally from 31 March. All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</li> <li>▪ As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in the school attendance guidance but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</li> <li>▪ You are required to provide remote education to pupils who are unable to attend school because</li> </ul>					

DfE 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 complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p> <ul style="list-style-type: none"> <li>▪ You should offer pastoral support to pupils who are: <ul style="list-style-type: none"> <li>▪ Self-isolating</li> <li>▪ Shielding</li> <li>▪ Vulnerable</li> </ul> </li> <li>▪ Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), 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>▪ It is likely that some pupils, parents, and households may be reluctant or anxious about attending school. This may include pupils who: <ul style="list-style-type: none"> <li>▪ Have themselves been shielding previously but have been advised they no longer need to shield</li> <li>▪ Live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>▪ Are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain conditions such as obesity and diabetes</li> </ul> </li> <li>▪ Discuss any concerns with parents and provide reassurance about the measures you are putting in place to reduce any risks including the system of controls and testing. Discuss with individual parents other specific accommodations that can be put in place to ensure that the pupil can regularly attend and emphasise the benefits of regular attendance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share the risk assessment and significant findings with parents via the school's website.</li> <li>▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.</li> </ul>	<p>REMA supporting with traveller community return to school  SLT have communication with parents concerned about children returning to school  Risk assessment on the school website  Speak to parents on a weekly basis to build confidence in pupils returning to school</p>	<p>SLT  Staff</p>	<p>Spring 21  Summer 21</p>	

DfE 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>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</li> <li>Advice for schools and local authorities to support them to improve school attendance is available.</li> </ul>					
<b>Pupils abroad who are unable to return</b>					
<ul style="list-style-type: none"> <li>You should continue to work with local authorities to engage with families who are abroad to understand the child’s circumstances and their plans to return.</li> <li>You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory.</li> <li>If circumstances require it, you can conduct assessments remotely. A pupil’s performance should be considered in light of the conditions in which the assessment is completed.</li> </ul> <p><b>Travel and quarantine</b></p> <ul style="list-style-type: none"> <li>All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</li> <li>Those arriving from a ‘red list’ country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with partners and engage with families</li> <li>Consider arrangements for provision of remote education and assessment for pupils who are abroad</li> </ul>	<p>Advise parents to use the government RAG system to support booking holidays aboard and the implications</p> <p>Remote learning provided for pupils who need to quarantine</p>	SLT	Summer 21	
<b>Encouraging regular school attendance</b>					
<ul style="list-style-type: none"> <li>You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with parents on requirements for attendance.</li> </ul>	<p>Promote high attendance in school environment</p> <p>Reward parents/pupils for high attendance</p>	SLT EWO	Spring 21  Summer 21	

DfE 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>▪ You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. You may want to put particular emphasis on:               <ul style="list-style-type: none"> <li>▪ Disadvantaged and vulnerable children and young people</li> <li>▪ Pupils who were persistently absent prior to the pandemic</li> <li>▪ Pupils who have not engaged with school regularly during the pandemic</li> </ul> </li> <li>▪ To support families who will need additional help to secure pupils' regular attendance, you can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding.</li> <li>▪ You should also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.</li> </ul> <p><b>Vulnerable children</b></p> <ul style="list-style-type: none"> <li>▪ Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</li> <li>▪ When a vulnerable pupil is required to self-isolate, you should:               <ul style="list-style-type: none"> <li>▪ Notify their social worker (if they have one)</li> <li>▪ Agree with the social worker the best way to maintain contact and offer support</li> </ul> </li> <li>▪ You should have procedures in place to:               <ul style="list-style-type: none"> <li>▪ Check if a vulnerable pupil is able to access remote education support</li> <li>▪ Support them to access it (as far as possible)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Put in place measures to keep in contact with vulnerable children.</li> </ul>	<p>Involve EWO to support with targeted families</p>			

DfE 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>Regularly check if they are accessing remote education</li> </ul>					
<b>Alternative provision</b>					
<ul style="list-style-type: none"> <li>All pupils in alternative provision (AP) settings should attend school full-time.</li> <li>Where they are affected by the Remote Education Temporary Continuity Direction, AP settings must provide remote education to pupils covered by the direction whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).</li> <li>AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures.</li> <li>When working through the system of controls, AP settings should take steps to minimise social contact and mixing as far as is practicable.</li> <li>All AP settings, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum.</li> <li>Due to the smaller size of many AP settings, and because AP settings are not typically organised by year groups, AP settings may wish to adopt whole school bubbles as part of their system of controls.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing.</li> </ul>	NA			
<b>School workforce (DfE page 35)</b>					
<ul style="list-style-type: none"> <li>School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible.</li> </ul>	<ul style="list-style-type: none"> <li>Share the risk assessment with staff and invite feedback.</li> <li>Carry out individual risk assessments and discussions as required.</li> </ul>	Risk assessment shared with staff Individual staff risk assessments carried out	SLT	Autumn 20 Spring 21 Summer 21	

DfE 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 roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</li> <li>All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</li> <li>You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</li> </ul>					
<b>Staff who are clinically extremely vulnerable (CEV)</b>					
<ul style="list-style-type: none"> <li>Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</li> <li>CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</li> </ul>	<ul style="list-style-type: none"> <li>Use current government advice which is that staff who are CEV are no longer advised to shield but are advised to continue working at home where possible and to not attend the workplace if they cannot work from home.</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>	<p>All CEV staff returned to the workforce and following COVID safety measures</p> <p>All CEV have had 2 doses of the vaccine</p> <p>Regular meetings with line manager to address concerns</p>	Head	Summer 21	
<b>Staff who are clinically vulnerable (CV)</b>					
<ul style="list-style-type: none"> <li>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</li> </ul>	<ul style="list-style-type: none"> <li>Use government advice for those who are clinically vulnerable including</li> </ul>	Regular meetings with line manager to address concerns	SLT	Autumn 20 Spring 21 Summer 21	

DfE 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>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</li> </ul>	<ul style="list-style-type: none"> <li>pregnant women who can continue to attend school.</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>				
<b>Pregnancy</b>					
<ul style="list-style-type: none"> <li>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</li> <li>COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</li> <li>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any</li> </ul>	<ul style="list-style-type: none"> <li>Employers should conduct a risk assessment for pregnant women.</li> <li>For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing.</li> </ul>	<p>Risk assessment conducted on an individual basis</p> <p>28+ weeks work from home (remote teaching)</p>	Line manager	Autumn 20 Spring 21 Summer 21	

DfE 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>additional action that needs to be taken to mitigate risks.</p> <ul style="list-style-type: none"> <li>▪ Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</li> <li>▪ As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</li> <li>▪ You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</li> <li>▪ We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</li> </ul>					
<b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>					
<ul style="list-style-type: none"> <li>▪ Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19).</li> <li>▪ Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if</li> </ul>	<ul style="list-style-type: none"> <li>▪ For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed.</li> <li>▪ Where there is a specific concern an individual risk assessment may be</li> </ul>	<p>Safety measures in place  Open communication with SLT  Regular reviews of risk assessment by school and BET  Awareness to staff of the employer assistance programme  Risk assessment completed if necessary</p>	<p>Head  BET</p>	<p>Ongoing</p>	

DfE 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 cannot work from home should attend their workplace.</p> <ul style="list-style-type: none"> <li>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</li> <li>There is further information available on who is at higher risk from coronavirus.</li> <li>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</li> </ul>	<p>appropriate but this should be based on clear medical or specific need.</p>				
<b>Supporting staff</b>					
<ul style="list-style-type: none"> <li>All employers have a duty of care to their employees, and this extends to their mental health.</li> <li>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</li> <li>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing.</li> <li>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.</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 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</li> </ul>	<p>Regular keeping in touch meetings Line managers to regularly check in with their teams and feedback to SLT any concerns Well-being questionnaire every half term Well-being of staff monitored by governors Ensure holidays are protected SLT monitor staff work life balance Minimal marking and verbal feedback to continue</p>	<p>SLT Staff</p>	<p>Weekly / as needed</p>	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>are able to support remote education, while others focus on face-to-face provision.</p> <ul style="list-style-type: none"> <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>	<p>School has a range of resources (Hamilton Power Maths WRMH) to support planning</p> <p>Access to Employee Assistance programme</p>			
<b>Staff deployment</b>					
<ul style="list-style-type: none"> <li>▪ You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</li> <li>▪ You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</li> <li>▪ You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise, and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity.</li> <li>▪ Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review any staff deployment changes needed.</li> <li>▪ Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work.</li> </ul>	<p>Deployment of staff so the school can run efficiently, offering high quality teaching</p> <p>Any changes in staff roles discussed with staff member in advance (have they got the appropriate skills)</p> <p>Needs on EHCPs met in class</p> <p>SEND support strong through quality first teaching</p> <p>Effective deployment of support staff</p> <p>Nursery staff/children ratio maintained</p>	Staff	Ongoing	
<b>Supply staff and other temporary or peripatetic staff</b>					

DfE 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>▪ You can continue to use supply teachers and staff. We recommend using the Crown Commercial Service’s agency supply deal when hiring agency workers.</li> <li>▪ Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that any visiting staff are provided with information on the school’s COVID-19 arrangements as soon as possible after booking.</li> <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>	<p>Outside agencies wear PPE and social distance. Contact details taken when signing in PE staff taking place in lateral flow testing</p> <p>Long term supply Year 2 (had training on safety measures in place)</p>	<p>Staff Outside agencies</p>	<p>Ongoing</p>	
<b>Other support: Volunteers and ITT trainees</b>					
<ul style="list-style-type: none"> <li>▪ Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</li> <li>▪ Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</li> <li>▪ Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</li> <li>▪ ITT trainees can continue to go into their host school or college on placement.</li> <li>▪ Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that any volunteers or trainees are provided with information on the school’s COVID-19 arrangements and make sure they adhere to them.</li> <li>▪ Mixing of volunteers across groups should be kept to a minimum.</li> </ul>	<p>No volunteers in school at present</p>	<p>SLT</p>	<p>Autumn 20 Spring 21 Summer 21</p>	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
follow all control measures put in place by host schools.					
<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>	<p>All staff completed DSE assessment and home working checklist</p> <p>All staff in school fit and well (no rotas)</p> <p>TEAMS to continue to be used to enable remote working if necessary</p> <p>Line managers in contact on a regular basis</p>	<p>Head</p> <p>SLT</p> <p>SBM</p>	<p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	
<b>Transport (DfE page 41)</b>					
<b>Dedicated school transport, including statutory provision</b>					
<ul style="list-style-type: none"> <li>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.</li> <li>Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.</li> <li>Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment. It is important, wherever it is possible, that: <ul style="list-style-type: none"> <li>Social distancing is maximised within vehicles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How pupils are grouped together on transport, where possible, 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> <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</li> </ul>	<p>Parents have been advised to not bring other children with them in a car from a different bubble</p> <p>Actively promote children walking to school for health reasons and reduce parking near allocated drop off points</p> <p>Monitor parking to be respectful to residents</p> <p>COIN travel to school in a KS1 or KS2 vehicle. Head of COIN in contact with Surrey transport</p> <p>Asked for copy of Surrey transport risk assessments</p> <p>Children wash hands after exiting vehicle</p>	<p>Head</p> <p>Head of COIN</p>	<p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	

DfE 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>▪ Pupils either sit with their ‘bubble’ on school transport, or with the same constant group of children each day</li> <li>▪ Pupils clean their hands before boarding transport and again on disembarking</li> <li>▪ Additional cleaning of vehicles is put in place</li> <li>▪ Organised queuing and boarding is put in place</li> <li>▪ Fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents</li> <li>▪ Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).</li> <li>▪ As described in the system of controls and in accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport.</li> </ul>	<p>vehicle) is maximised, particularly through opening windows and ceiling vents.</p> <ul style="list-style-type: none"> <li>▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport.</li> <li>▪ Promote the use of face coverings on school transport.</li> <li>▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines.</li> <li>▪ Seek a copy of their risk assessment and operating plan.</li> </ul>	<p>Children are collected by staff from vehicle</p> <p>All drivers and school staff wear face masks</p>			
<b>Wider 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. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>▪ If possible, consider staggered start times to enable more journeys to take place outside of peak hours.</li> <li>▪ Families using public transport should refer to the safer travel guidance for passengers.</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> <li>▪ Work with the local authority to promote safe cycling routes.</li> </ul>	<p>SIMS shows only 1 family use public transport- follow government advice</p>	<p>Parents</p>	<p>Ongoing</p>	

DfE 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>▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings.</li> </ul>				
<b>Pupils travelling from abroad</b>					
<ul style="list-style-type: none"> <li>▪ Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK.</li> <li>▪ Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel.</li> <li>▪ Guidance has been issued on the quarantine arrangements for boarding school students travelling to attend a boarding school in England who meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days.</li> <li>▪ The rules for pupils travelling from amber and green list countries are different and are explained in the rules for entering guidance.</li> <li>▪ Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days.</li> <li>▪ Pupils travelling from green list countries do not need to quarantine unless their COVID-19 test result is positive.</li> <li>▪ You should have plans for the collection and transfer of pupils travelling from red and amber list countries, from their point of arrival, and put in place suitable arrangements for their</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review arrangements for any pupils travelling from abroad where needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ NA</li> </ul>			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
quarantine, which may be in the school's boarding accommodation.					
<b>School meals</b> (DfE page 43)					
<ul style="list-style-type: none"> <li>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England.</li> <li>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19).</li> <li>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</li> <li>More information on providing school meals during the coronavirus (COVID-19) outbreak is available.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well.</li> <li>Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made.</li> </ul>	<p>Parents have indicated if they want a school dinner in September</p> <p>Catering provided on school site</p> <p>Head meet regularly with catering lead to discuss school timetables</p> <p>Catering staff serve and step back from counter. Staff take food to pupils</p> <p>Additional table in front of the counter to ensure social distancing from staff</p> <p>Staggered lunch breaks</p> <p>Only 2 sittings in dining hall (pupils not facing each other and cleaning between sittings)</p> <p>COIN KS1/KS2 and Reception eat in class</p> <p>Packed lunches in class</p> <p>All tables wiped down after use</p>	<p>SLT</p> <p>SMB</p> <p>Catering lead</p>	<p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	
<b>Estates</b> (DfE page 46)					
<ul style="list-style-type: none"> <li>There is no need for class sizes to be adjusted from the usual size.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain existing class sizes</li> </ul>	Bubbles remain with socially distancing from staff promoted	SLT	Spring 21 Summer 21	
<b>Ventilation Systems</b>					
<ul style="list-style-type: none"> <li>Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturers recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the system of controls <a href="#">section 7</a> for guidance on keeping occupied spaces well ventilated.</li> </ul>	<p>Windows and exit doors in bubbles open to increase ventilation.</p> <p>Posters in classrooms to remind</p> <p>As weather gets colder- open high-level windows</p>	All staff	Ongoing	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		During periods of no occupancy open windows and doors Staff and pupils advised to wear additional layers as temperatures outside drop <ul style="list-style-type: none"> <li>▪ Fire doors closed</li> <li>▪ No air conditioning units in main school</li> </ul> Do not use air conditioning on library bus			
<b>Fire safety</b>					
<ul style="list-style-type: none"> <li>▪ Fire safety management plans should be reviewed and checked in line with operational changes. You should check:               <ul style="list-style-type: none"> <li>▪ All fire doors are operational at all times</li> <li>▪ Your fire alarm system and emergency lights have been tested and are fully operational</li> </ul> </li> <li>▪ Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that all fire safety systems have been maintained and inspected.</li> <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 year group to allow for social distancing.</li> </ul>	Fire point testing weekly Fire meeting points communicated to staff/pupils Each bubble conducts a fire drill monthly Whole school fire drill conducted half termly Allocated fire marshals who have regular training Fire Safety training INSET	Head  SBM	Autumn 20 Spring 21 Summer 21  1/09/20 2/09/20	
<b>Opening after reduced occupancy</b>					
<ul style="list-style-type: none"> <li>▪ It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure all little used water outlets are flushed through.</li> <li>▪ Check and test all relevant safety critical devices</li> <li>▪ Carry out a visual site inspection to identify any</li> </ul>	Site Manager to continue to lead on compliance areas for the school. <ul style="list-style-type: none"> <li>▪ 6-month fire system test completed</li> <li>▪ Summer testing 2020</li> </ul> Security Asbestos	Head  SBM  Site Manager	Ongoing	

DfE 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>issues that may need remedying before full opening.</p> <ul style="list-style-type: none"> <li>Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out.</li> </ul>	<p>Electronic doors PAT Testing Legionella Fire Safety training INSET</p>		2/09/20	
<b>Educational visits (DfE page 47)</b>					
<p><b>Educational day visits</b></p> <ul style="list-style-type: none"> <li>In line with the roadmap, schools were able to resume educational day visits from 12 April.</li> <li>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</li> <li>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</li> </ul> <p><b>Domestic residential educational visits</b></p> <ul style="list-style-type: none"> <li>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff are aware of the latest information.</li> <li>Where day and domestic residential trips are planned, COVID-19 must be considered as part of the risk assessment process including identifying any additional measures.</li> <li>For any new bookings COVID-19 cancellation related insurance is advised.</li> <li>Refer to additional DfE guidance on considerations when planning educational visits in Annex C (page 67) of DfE Schools Coronavirus (COVID-19) Operational Guidance.</li> </ul>	<p>Day trips will take place in summer term. COVID risk assessment and guidance for tri</p> <p>No bookings for residential trips</p> <p>Consider parents could be financially disadvantaged to pay for trips</p> <p>Within school budget allocated money for soft impact</p> <p>Forest school taking place weekly.</p> <p>School seen risk assessment</p> <p>Swimming at local leisure centre awaiting risk assessment</p>	<p>SLT</p> <p>BET</p> <p>Staff</p>	<p>Autumn 20</p> <p>Spring 21</p> <p>Summer 21</p>	

DfE 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>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.</li> <li>You should keep children within their consistent groups (bubbles) for the purpose of the visit.</li> </ul> <p><b>International visits</b></p> <ul style="list-style-type: none"> <li>The government has now published red, amber and green list rules for entering England.</li> <li>Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.</li> </ul>					
<b>Transitional, taster and open days (DfE Page 49)</b>					
<ul style="list-style-type: none"> <li>You should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a specific risk assessment for each open or taster day and ensure it is run in line with the system of controls.</li> </ul>	<ul style="list-style-type: none"> <li>Provisional Open Evening for parents September 2021 (23.06.21)</li> <li>Specific risk assessment written for parents evening</li> </ul>	Head	June 21	
<b>School uniform (DfE page 49)</b>					
<ul style="list-style-type: none"> <li>We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> <li>Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</li> <li>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing</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> <li>In colder weather consider amendments to the uniform policy.</li> </ul>	<p>All children are required to wear full uniform when returning to school.</p> <p>Children allowed to wear additional layers under uniform to keep them warm with increased ventilation</p> <p>Support for providing second hand good quality uniform in place for vulnerable children/support parents with financial difficulties</p>	All pupils	SEPT 20 Spring 21 Summer 21	

DfE 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>in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</p>		<p>If uniform purchased from school and returned, it will be left for 72 hours (in SBM office)</p>			
<p><b>Wraparound provision and extra-curricular activity</b> (DfE page 50)</p>					
<ul style="list-style-type: none"> <li>▪ You should be working to resume all your before and after-school educational activities and wraparound childcare for your pupils.</li> <li>▪ All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</li> <li>▪ You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups as described below.</li> <li>▪ Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number.</li> <li>▪ From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number.</li> <li>▪ However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take</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 for every session, and in line with maximum occupancy recommendations.</li> <li>▪ Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to limit their use of multiple providers, seek assurance that the providers are carefully considering their own protective measures.</li> <li>▪ When hiring out or letting premises consider what additional cleaning and</li> </ul>	<p>School run breakfast club in place. Hand washing on arrival and before leaving Children socially distanced into year group or sibling bubbles. All have own resources. Room cleaned after club All spaces are pre booked with contact details</p> <p>Outside school activity clubs run. Football club (risk assessments in place for both)</p> <p>Looking into running creative clubs remotely</p> <p>After school club run by outside agency The GAP Club Ofsted registered Children in year group bubbles with own resources Hand washing on arrival and before leaving School has copy of club risk assessment</p> <p>Half termly meetings with club and Head to monitor provision and safety measures in place</p>	<p>Head</p> <p>Staff</p> <p>Gap Club</p>	<p>Ongoing</p>	

DfE 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>into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</p> <ul style="list-style-type: none"> <li>▪ Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: <ul style="list-style-type: none"> <li>▪ Advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.</li> <li>▪ Encourage them to check providers have put in place their own protective measures</li> <li>▪ Send them the link to the guidance for parents and carers</li> </ul> </li> <li>▪ If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: <ul style="list-style-type: none"> <li>▪ Considered the relevant government guidance for their sector</li> <li>▪ Put in place protective measures</li> </ul> </li> </ul>	<p>hygiene measures are needed.</p> <ul style="list-style-type: none"> <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>				
<b>Curriculum (DfE Page 51)</b>					
<b>Music, dance, and drama in school</b>					
<ul style="list-style-type: none"> <li>▪ You should continue teaching music, dance, and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing,</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 as large a room</li> </ul>	<p>Charanga music programme has been adapted Music appreciation to be taught. Curriculum lead to work with music specialist to ensure that gaps are</p>	<p>Head Music lead</p>	<p>SEPT 20</p>	

DfE 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>chanting, playing wind or brass instruments, dance or drama takes place.</p> <ul style="list-style-type: none"> <li>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</li> <li>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</li> <li>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</li> </ul> <p><b>Minimising contact between individuals</b></p> <ul style="list-style-type: none"> <li>The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the</li> </ul>	<p>as possible, maximise ventilation.</p> <ul style="list-style-type: none"> <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> <li>Use microphones where possible or encourage singing quietly.</li> <li>Requiring increased handwashing before and after handling equipment,</li> </ul>	<p>considered when the music curriculum is restarted. Singing assembly will not take place.</p> <p>Singing in class with small group of pupils, spaced out and facing forward. Primary Robins is a group of 15 pupils</p> <p>Drama and dance take place in a large, open well-ventilated space</p> <p>Drama activities will take place outside which allows for social distancing Delight in Shakespeare in school and is in the school hall so pupils and staff can socially distance</p>		<p>Spring 21</p> <p>Summer 21</p>	

DfE 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>feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <ul style="list-style-type: none"> <li>If 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.</li> <li>You should take particular care in music, dance, and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> <li>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.</li> </ul> <p><b>Performances</b></p> <ul style="list-style-type: none"> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events.</li> <li>You may wish to still consider alternatives such as live streaming and recording performances,</li> </ul>	<p>especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc.</p> <ul style="list-style-type: none"> <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> <li>Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly.</li> <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,</li> </ul>	<p>Planning a Year 6 performance and Sports Day outside Risk assessments in place</p>			

DfE 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>subject to the usual safeguarding considerations and parental permission.</p> <p><b>Singing, and playing wind and brass instruments in groups</b></p> <ul style="list-style-type: none"> <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 and strict social distancing and mitigation can be maintained.</li> <li>▪ When planning music provision, you should consider additional specific safety measures. There is 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, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing.</li> </ul> <p><b>Playing outdoors</b></p> <ul style="list-style-type: none"> <li>▪ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</li> </ul> <p><b>Playing indoors</b></p> <ul style="list-style-type: none"> <li>▪ If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> </ul> <p><b>Social distancing</b></p>	<p>costumes etc) and technical equipment.</p> <ul style="list-style-type: none"> <li>▪ If live performances are planned they must be carried out in line with current guidance.</li> </ul>				

DfE 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 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. Pupils should use seating where practical to help maintain social distancing.</li> </ul> <p><b>Seating positions</b></p> <ul style="list-style-type: none"> <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> <p><b>Microphones</b></p> <ul style="list-style-type: none"> <li>▪ Use microphones where possible or encourage singing quietly.</li> </ul> <p><b>Handling equipment, instruments, and scripts</b></p> <ul style="list-style-type: none"> <li>▪ Require increased handwashing before and after handling equipment, especially if being used by more than one person.</li> <li>▪ Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>▪ If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.</li> </ul>					

DfE 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>▪ Instruments should be cleaned by the pupils playing them, where possible.</li> <li>▪ Limit handling of music scores, parts and scripts to the individual using them.</li> </ul> <p><b>Suppliers</b></p> <ul style="list-style-type: none"> <li>▪ Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> <li>▪ Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> <p><b>Individual lessons</b></p> <ul style="list-style-type: none"> <li>▪ Individual lessons in music, dance and drama can continue in schools 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 on peripatetic teachers.</li> <li>▪ If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> <li>▪ In individual lessons for music, dance and drama, social distancing should be maintained wherever</li> </ul>					

DfE 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, meaning teachers should not provide physical correction.</p> <p><b>Drama</b></p> <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 Drama. This would be expected to be led by the department.</li> <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> </ul>					
<b>Physical activity in schools</b>					
<ul style="list-style-type: none"> <li>You have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in your system of controls.</li> <li>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</li> <li>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</li> <li>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible),</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 wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>External facilities can also be used in line with government guidance for</li> </ul>	<p>PE will take place outdoors</p> <p>PE provider participating in twice weekly lateral flow testing</p> <p>PE provider working across different year groups. Same person each week. Advised to keep social distancing measures</p> <p>Timetable allows for time to clean equipment between bubbles</p> <p>Additional PE equipment will be allocated to year group bubbles for break times for a whole week. Left for 72 hours</p> <p>Separate play areas and staggered playtimes allocated per year group</p>	<p>SLT</p> <p>Head of COIN</p>	<p>SEPT 20</p> <p>Spring 21</p> <p>Summer 21</p>	

DfE 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>▪ Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</li> <li>▪ Indoor and outdoor competition between different schools can take place.</li> <li>▪ Refer to: <ul style="list-style-type: none"> <li>▪ Guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England</li> <li>▪ Advice from organisations such as the Association for Physical Education and the Youth Sport Trust</li> <li>▪ Guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</li> <li>▪ Using changing rooms safely</li> </ul> </li> <li>▪ You can work with external coaches, clubs. and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</li> </ul>	<p>the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <li>▪ Pupils should be kept in consistent groups.</li> <li>▪ Sports equipment should be thoroughly cleaned between each use by different individual groups.</li> <li>▪ Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</li> <li>▪ Consider how inter school competition can be managed safely.</li> </ul>	<p>In Key Stage 2 children will wear PE kit to school on PE days so bubbles do not mix when changing Swimming Year 4 awaiting confirmation and risk assessment Forest School awaiting risk assessment COIN Horse riding awaiting confirmation and risk assessment COIN swimming awaiting confirmation and risk assessment</p>			

**Science**

DfE 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 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 during the COVID-19 Pandemic – Science, and other supporting guides including on returning to school after an extended closure.</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 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>	<p>If science activities take place involving equipment- equipment will stay within bubble and be cleaned thoroughly at end of activity</p>	<p>Staff</p>	<p>Ongoing</p>	
<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 including on returning to school after an extended closure.</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,</li> </ul>	<p>Any activities take place like above within year group bubble</p>	<p>Staff</p>	<p>Ongoing</p>	

DfE 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>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>				
<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 including on returning to school after an extended closure.</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>	<p>Any activities take place like above within year group bubble</p>	<p>Staff</p>	<p>Ongoing</p>	
<p><a href="#">Education, Health and Care (EHC) Plans (DfE page 58)</a></p>					

DfE 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>▪ You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a ‘one size fits all’ approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</li> <li>▪ It is important that you co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Liaise with partner organisations to deliver EHC plans.</li> <li>▪ Undertake timely planning for placements in September.</li> </ul>	<p>EHCP targets met in school and supported by outside agencies (in school and remotely)</p> <p>SENCO working closely with Surrey in relation to pupils for September 2021</p>	SENCO	Autumn 20 Spring 21 Summer 21	
<b>Behaviour, discipline, and wellbeing expectations</b> (DfE page 59)					
<ul style="list-style-type: none"> <li>▪ Your policies should set clear, reasonable, and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.</li> <li>▪ Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</li> <li>▪ Lack of routine, and classroom discipline may contribute to disengagement for some pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour.</li> <li>▪ This could include pupils who would not normally</li> </ul>	<p>Individual pupil risk assessments have been updated in line with full return to school.</p> <p>Behaviour policy addendum updated in line with full return to school (time for children to engage in school and school code of conduct)</p> <p>Behaviour plans in place for identified pupils. Shared in class meetings.</p>	SENCO  Head  Deputy Staff	SEPT 20 Ongoing	

DfE 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>returning to school. This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils.</p> <ul style="list-style-type: none"> <li>Pupils may need additional support and access to services such as educational psychologists, social workers, and counsellors.</li> </ul>	<p>require an individual approach but with the new measures in place may require an assessment.</p> <ul style="list-style-type: none"> <li>Additional measures and PPE may be required for staff in some circumstances.</li> <li>School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.</li> </ul>	<p>Teachers regularly review behaviour expectations and school rules with their class in line with social distancing measures. PPE available for staff where social distancing is more challenging. Playtime/lunchtime expectations shared with staff and children. Home school agreement written and shared with parents. Parents have signed.</p>			
<b>Pupil wellbeing and support</b>					
<ul style="list-style-type: none"> <li>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</li> <li>Consider using pastoral and extra-curricular activities to: <ul style="list-style-type: none"> <li>Support the rebuilding of friendships and social engagement</li> <li>Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>Support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support.</li> <li>Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners.</li> <li>Consider support needs of particular groups that they are already aware need additional help (for example, children in need), and any groups they</li> </ul>	<p>ELSA provision in library room which allows for 2m social distancing</p> <p>Teachers advised to plan for a recovery curriculum. Use Jigsaw resources</p> <p>Children given time in class to talk about lockdown experiences</p>	<p>SENCO ELSA</p> <p>Staff</p>	<p>SEPT 20 Ongoing</p>	

DfE 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>identify as newly vulnerable on their return to school.</li> </ul>				
<b>Safeguarding (DfE page 63)</b>					
<ul style="list-style-type: none"> <li>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</li> <li>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.</li> <li>As children return try to give designated safeguarding leads and their deputies more time to: <ul style="list-style-type: none"> <li>Support staff and pupils with new safeguarding and welfare concerns</li> <li>Handle referrals to children’s social care and other agencies where appropriate</li> </ul> </li> <li>The designated safeguarding lead should continue to co-ordinate with children’s social care, the local safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</li> </ul>	<ul style="list-style-type: none"> <li>Review child protection policies.</li> <li>Coordinate with other agencies and services to ensure support is in place for children.</li> </ul>	<p>Child protection policy has a COVID addendum</p> <p>Staff completed Edu care Child Protection Refresher Course 2021</p> <p>Normal safeguarding procedures in place. Use of CPOMS</p> <p>Referrals to CAMHS if needed</p> <p>Strong safeguarding procedures in place during lockdown (vulnerable children in school)</p> <p>Strong links with social workers</p>	DSL Staff	Autumn 20 Spring 21 Summer 21	
<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</li> </ul>	<ul style="list-style-type: none"> <li>Consider limiting numbers in first aid rooms, if additional first aid spaces are required, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid</li> </ul>	<p>First aid caddies for basic first aid is available in the classrooms.</p> <p>Gloves and masks to wear when administering first aid</p> <p>All staff completed face to face first aid training or completed Edu care course</p>	SLT  Staff	SEPT 20  Spring 21  Summer 21	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>maintained. If this is not possible, then PPE should be used.</p> <ul style="list-style-type: none"> <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>	<p>resistant masks, gloves, aprons, goggles, or face shields.</p> <ul style="list-style-type: none"> <li>Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment.</li> <li>Incidents must be recorded as per the school's normal arrangements.</li> </ul>	<p>Additional paediatric training completed by member of staff</p> <p>First aid incidents recorded in bubbles</p> <p>Additional first aid point for first aid that cannot be administered in bubbles</p> <p>Isolation room available (staff wear full PPE)</p>			
<b>Contingency planning for outbreaks (DfE page 64)</b>					
<ul style="list-style-type: none"> <li>For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.</li> <li>You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a contingency framework, which has been updated and outlines how schools should operate in the event of any restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>Review plans against the DfE contingency framework.</li> <li>Have plans in place for high quality remote provision of education.</li> </ul>	<p>All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.</p> <p>Parents are contacted as soon as practicable in the event of an emergency (email/text)</p> <p>Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</p>	<p>Head</p> <p>SLT</p> <p>BET</p> <p>Admin</p>	<p>SEPT 20</p> <p>Ongoing</p>	

DfE 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>Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.</li> </ul>		<ul style="list-style-type: none"> <li>Remote education plan in place for individual pupils or groups of pupils self-isolating (on school website)</li> <li>Ensure regular contact between home and school.</li> <li>Each bubble has home learning packs printed and ready to go</li> <li>Staff confident using TEAMS to deliver live teaching</li> <li>Share Department of Education recommended educational resources. Communicated weekly in parent newsletters</li> <li>School has Department of Education laptops in place to support pupils who do not have access to a device for online teaching</li> <li>Staff rota in place if school closes and needs to stay open for key worker and vulnerable children</li> </ul>	Staff		