

# COVID-19 Risk Assessment for School/ Childcare Settings



## Astrea Academy Trust

INSPIRING BEYOND MEASURE

<b>Name of School:</b>	Denaby Main Primary Academy
<b>Completed by:</b>	Principal- Lindsay Dickinson
<b>Executive Approval:</b>	
<b>Date:</b>	16 <sup>th</sup> May 2020 Amended 8 <sup>th</sup> June 2020



With the Prime Ministers announcement of the Governments roadmap for how and when the UK will start adjusting to the response of Coronavirus (COVID-19) crisis, this included the phased return of some children to school from the 1<sup>st</sup> June 2020, at the earliest.

Education settings have continued to support the nation by providing care for the children of Key Workers and by supporting vulnerable children during this time of uncertainty. Now that progress has been made in reducing the transmission of coronavirus, we are following the guidance of the government to encourage all eligible children to attend – it is no longer necessary for parents of eligible children to keep them home if they can. As per the existing [Supporting vulnerable children and young people during coronavirus guidance](#), vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so.

This advice and guidance is to support our staff working, to deliver this approach in the safest way possible, focusing of the measures we can put in place to help limit risk of the virus spreading within education and childcare settings.

Staff are understandably feeling anxious about the potential risk to their health of carrying out their usual work activities during the Covid-19 pandemic.

Whilst the Covid-19 virus can cause serious illness, especially for vulnerable adults with underlying health conditions, the governments approach is underpinned by scientific evidence suggests that a phased approach to limit the risk of increasing the rate of transmission by factoring in the below:

- Severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19).
- The age of children - there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)
- Numbers of children going back - which needs to be limited initially then increased gradually as the science permits
- Systems to reduce the size of the groups coming into contact with each other - such as smaller class sizes spread out across settings.

Whilst this is a complex and changing situation, there is enough known about the epidemiology of Covid-19 to provide a risk-based approach to support staff in their roles.

The assessment below has been developed based on the following principles:

- That we will act together to ensure the safety and reassurance of all staff, children & young people.
- PPE will be recommended according to evidence of **efficacy and assessment of clinical risk**.
- PPE does not negate the need for social distancing and hand and respiratory hygiene.

The national guidance and response has changed from Stay at home to **Stay Alert** as we move forward with the governments road map of adjustment. For further guidance on staying alert [click here](#)

***Instructions for completion – the aim of the risk assessment is to evaluate the hazards associated with COVID-19, what can be done to remove them or minimise the level of risk by adding control measures, as necessary. Please complete all sections and use Red (high risk), amber (medium risk) and green (low risk) as your rating.***



Potential Risk	Risk	Who might be harmed?	Minimum control measures to reduce risks to an acceptable level	School Risk Response / Mitigation	School Risk Rating	Date Assessed
Covid-19	Staff having appropriate knowledge on virus, transmission, and risk	Employee, pupils, agency staff, member of the public	All staff to keep themselves updated and follow the latest <a href="#">Government</a> and national Public Health England/NHS guidelines via <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a> <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a>	<p>Updates to be circulated to staff</p> <p>Planned Inset day to ensure knowledge on virus, transmission and to discuss steps we will take to reduce transmission</p> <p>SLT always available to support with enforcing/ supporting policy and practice as outlined in handbook, guidance and risk assessment.</p> <p>Daily check in with site manager</p> <p>Safeguard Lead (or Trainee deputy – also Principal) one always on site or contactable</p> <p>SLT to acknowledge and work through issues through open discussion on any issued of concern and take the following action in support of mental health:-</p> <ol style="list-style-type: none"> <li>1. Appropriate mental health support is in place to support colleagues including</li> <li>2. All staff have been offered a well being check in before start (this was carried out on Thur/ Fri May 22<sup>nd</sup> May)</li> </ol>		



				<ol style="list-style-type: none"> <li>3. Staff signposted to the Employee Well Being portal- Employee Assistant Programme</li> <li>4. Astrea Staff well being pack distributed</li> <li>5. Independent advice details shared via HR if necessary</li> <li>6. Mental Health First Aid and Return to work champion available.</li> <li>7. Staff encouraged to report any concerns to Principals attention and appropriate alternative solution such as removal from duties if colleague feels unsafe.</li> </ol>		
<b>Transmission of Covid-19 via arrival at setting</b>	Increased transmission of virus on arrival at school setting	Employee, pupils, agency staff, member of the public	<p>Consider how children/young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport.</p> <p>When parents/carers are dropping off / collecting their children from school there should be clear signage in place that encourages social distancing and alerts individuals to Covid-19 and risks of transmission.</p> <p>Parents/carers should be discouraged from gathering at school gates.</p>	<p>Staggered start times</p> <p>Signage to be displayed</p> <p>Pick up and drop off arrangements explained in parent handbook</p> <p>One way system to walkaround the perimeter of the school</p>		



			<p>A clear demarcation line is in place around the reception area to protect staff (to reduce the number of parents/carers within this area). This demarcation requires parents/carers to remain 2metres away from the reception desk area.</p> <p>Where a walking bus is required to continue at this time ensure social distancing is encouraged.</p>	<p>Separate entry and exit gate</p> <p>Other exits closed/ locked</p> <p>Cone system/ markers for lining up waiting to go in</p> <p>Communications protocol for reception/ admin and staff sent in parent handbook (Parents/ Visitors cannot just walk in- will need to telephone)</p> <p>Markers/ Screen set up for teacher and admin staff</p> <p>Separate communications for very young pupils ensuring parents fully understand different approach.</p> <p>SLT on duty to support pick up/ drop off times</p> <p>High Use Items in Staff room to be wiped on use- staff advised if they do not wish to use these items to use cool bag etc and if use to be respectful e.g wiping of any touched surfaces. Reminders to be placed in staff room of this.</p>		
<p><b>Effectively implementing infection protection and control</b></p>	<p>Staff and Children/Young People being unable to adhere to social</p>	<p>Employee, pupils, agency staff, member of the public</p>	<p>To help ensure that the risk of virus spread for both staff and children is as low as possible, education and childcare settings should:</p> <ul style="list-style-type: none"> <li>Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in</li> </ul>	<p>Clear communication to parents on what to do if a child or parent is unwell</p>		



	<p>distancing therefore increasing the transmission and spread of Covid-19</p>		<p>their household who does, do not attend childcare settings, schools or colleges</p> <ul style="list-style-type: none"> <li>• Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>• Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>• Cleaning frequently touched surfaces often using standard products, such as detergents and bleach</li> <li>• Ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible</li> <li>• stagger lunch times, break times, and the movement of pupils around the school, to reduce large groups of children gathering</li> <li>• try to follow the <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing">staying alert and safe social distancing guidance</a></li> <li>• Follow key national guidance: <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing</a></li> </ul>	<p>Each class has a handwash station – sanitiser etc available in addition to soap</p> <p>Children will discuss Catch it but it in orientation session and as part of safeguard curriculum work, model social distancing, introduce signage etc...</p> <p>Cleaning routines clear and communicated in INSET training days or training sessions to be held with site manager- toolbox talk week commencing 8<sup>th</sup> June.</p> <p>Additional cleaning of these agreed</p> <p>Number below national min group size and even lower for younger pupils. (max 8-12)</p> <p>Staggered breaks and lunch staggered finish</p> <p>Orientation session to model hand washing/social distancing etc.. Soap and hot water available.</p> <p>Early finish for enhanced cleaning and PPA 1x weekly</p> <p>Children to use toilets allocated to their bubbles wherever possible. At lunchtime, children in Y1 taken to the toilet after their lunch before playing outside.</p>		
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				Reception can access their toilets from outside. Y6 use designated toilets. Low number of children using each facility in the first instance.		
Effectively implementing infection protection and control in a school setting	Staff and Children/ Young People being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19 during the school day	Employee, pupils, agency staff, member of the public	<p>Settings are asked to implement the following during the school day so as to actively support social distancing and minimise risk:</p> <ul style="list-style-type: none"> <li>• Avoiding contact with anyone with symptoms</li> <li>• Frequent hand cleaning and good respiratory hygiene practices</li> <li>• Regular cleaning of settings</li> <li>• Minimising contact and mixing</li> <li>• Only mix in small, consistent groups</li> <li>• That small group stays away from other people and groups</li> <li>• Maintain 2 meters distance between groups</li> <li>• Brief, transitory contact, such as passing in a corridor, is low risk.</li> </ul> <p>For Pre School children in Early Years Foundation Stage the staff to child ratios continue to apply as set out in the <a href="#">early years foundation stage framework 2</a></p> <p>Primary school classes should be split in half with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant)</p> <p><b>Non Applicable for DM:</b> Secondary schools and colleges, the same principle applies of halving classes.</p> <p>Further guidance for implanting effective protection and control are:</p> <ul style="list-style-type: none"> <li>• Ensuring everyone queues and eats further apart than normal</li> <li>• Sitting children at desks that are far apart: In classrooms the teacher, teaching assistants ideally having a seating plan which promotes social distancing</li> <li>• Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible.</li> <li>• Keeping apart when in the playground or doing any physical exercise</li> <li>• Visiting the toilet one after the other</li> <li>• Staggering break times: at break times and lunchtimes social distancing is monitored closely</li> <li>• Putting guidelines on the floor in corridors – movement throughout the School to be monitored and managed to encourage social distancing</li> </ul>	<p>Measure as above plus</p> <p>Medical room set up with PPE available for member of staff- a clear protocol on what to do if somebody is ill.</p> <p>External communications team to check (externally on classes) at regular basis so staff can notify if there are any issues. (as no communication systems/ telephones in the room) SLT/ADMIN</p> <p>Parents are warned that school can not guarantee to keep children socially distanced but will use their best endeavours to remind them (DFE acknowledges that children may not be able to socially distance and this is the reason for additional measures)</p> <p>Behaviour policy modified to mitigate the risks and indicate procedure if not adhering to the rules (where there are serious and deliberate breaches) Behaviour contract for those who may need to know clear rules/ guidelines</p>		



		<ul style="list-style-type: none"> <li>• Avoiding unnecessary staff gatherings: All educational visits should be cancelled &amp; all parents evenings are cancelled throughout this present time</li> <li>• Where money is handled, parents are encouraged to pay by card /cheque / online (discourage handling of cash)</li> <li>• Drama classes / Sports / PE / Football coaches/and other outside school visitors etc are to discouraged throughout the present time unless they are part of a planned Covid-19 response and able to support and follow social distancing</li> </ul> <p>Further guidance can be found <a href="#">here</a> regarding the planning and organisation of how to implement protective measures before the wider opening on 1<sup>st</sup> June.</p>	<p>and risk Assessed. All documents must be in place as required before entry. SENDco to coordinate support with NR for high needs children where here are complexed issues.</p> <p>Appropriate classrooms set up with access to individual toilets for younger children wherever possible</p> <p>Seating/ tables spaced according to social distancing (where age appropriate) Each room has a max capacity of 12. But will vary depending on age/stage</p> <p>Excess furniture removed and those not easy to clean e.g. bean bags and cushions removed</p> <p>Arrange staff meetings in small groups and limit to only essential meetings/ training</p> <p>One at a time only in the toilet and only used allocated toilets to minimise usage.</p> <p>Zoned playground areas to keep classes groups apart children reminded to socially distance when planning</p> <p>Named equipment? Skipping rope?- (Notes: Guidance says steps should be taken to minimise and risk cannot be fully</p>		
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				<p>eliminated risk-playground will not be divided into individual squares. we have planned for outdoor individual games/ activities e.g. cosmic yoga, musical statues, outdoor chalk, own skipping rope. Each child has their own equipment bag. Which is kept in the Outdoor Activity box (each bubble to have their own box)</p> <p>Outdoor learning is to be encouraged and tables/ chairs permitted so long as arranged socially distant.</p>		
<p><b>Reducing transmission of Covid-19 through effective hand washing</b></p>	<p>Staff and pupils having sufficient opportunity through the school day to implement effective hand washing</p>	<p>Employee, pupils, agency staff, member of the public</p>	<p>Follow Hand Washing protocol at appendix 1 below <a href="https://www.who.int/gpsc/clean_hands_protection/en/">https://www.who.int/gpsc/clean_hands_protection/en/</a></p> <p>Soap and water, and regular handwashing for at least 20 seconds, is the best way of staying safe. Handwashing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available, or the situation makes using soap less feasible (for example, when outside), but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides.</p> <p>Staff, children, young people and families should be reminded to wash their hands for 20 seconds more frequently than normal, including on arrival at the setting, before and after eating, and after sneezing or coughing.</p> <p>Staff should supervise young children to ensure they wash their hands for 20 seconds with soap and water (or hand sanitiser if soap is not available or feasible in the particular situation) and catch coughs and sneezes in tissues. Bins for tissues should be emptied throughout the day.</p> <p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p>	<p>Each group has an identified handwash zone with signage and visual timetable to support pupils with hand wash routine.</p> <p>Staff will supervise all hand washing routines</p> <p>SENDco discuss approaches for individual children with teachers and distribute visual images. Social stories etc, Widgets etc...</p> <p>Handwash routines feature in orientation lessons on day one and running theme throughout work. Also communicated in parent handbook</p>		



			<p>Some children and young people with special educational needs and disabilities may require additional support in following public health advice, or may find frequent handwashing distressing. Staff will know where this is likely to be the case, and how they can best support individual children and young people.</p>	<p>Handwash routine- on entrance, before play, after play. Before lunch, after lunch, before going home. (6 times daily)</p> <p>Signage to be displayed to offer visual reminders. T</p>		
<p><b>Intimate care and minimising the risk of Covid-19</b></p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs, sneezes or speaks. These droplets are too heavy to hang in the air. They quickly fall on floors or surfaces. The advice for schools, colleges and childcare settings is to follow steps on <a href="#">social distancing, handwashing and other hygiene measures</a>, and <a href="#">cleaning</a> of surfaces.</p> <p><b>If you are not providing intimate care to someone, PPE is not needed.</b></p> <p>Some children, and young people with special educational needs, may be unable to follow social distancing guidelines, or require personal care support. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing. School staff should continue to use the PPE that they have always used (such as an apron and gloves) when undertaking more intimate care with pupils.</p> <p>The government guidance states that by changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings should not be worn in any circumstance by those who may not be able to handle them as directed as it may inadvertently increase the risk of transmission.</p>	<p>Staff training indicates the measure people working with very young children should take- reminding to minimise close contacts regular cleaning etc,,,</p> <p>Usual PPE used for intimate care.</p> <p>Youngest children where they may not be able to keep two metres apart- staff should increase their own protection - minimise close contact, washing own hands more frequently, permitting light touch PPE such as apron or fluid surgical face mask if required.</p> <p>PPE is available in school- has been delivered in advance of opening.</p> <p>We will follow guidance below and indicate which children may fall into categories. This will be indicated on updated care/ support plans where needed.</p>		



				Make sure parents are aware that face masks are not permitted and will be a condition of entrance- for safety reasons and increased transmission use.		
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The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 meters from others. PPE is only needed in a very small number of cases including:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. 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

Category	Activity	Examples	Gloves	Apron	Face Mask	Fluid-resistant Surgical Face Mask	Eye/face protection	Filtering face piece class 3 (FFP3) respirator
<b>Mainstream schools</b>	Direct, hands-on personal care of children	<ul style="list-style-type: none"> <li>• A teacher or Teaching Assistant taking a child to the toilet,</li> <li>• Cleaning up vomit, faeces or urine following a child's incontinence</li> <li>• Delivering first aid to an injured child after a fall in the playground</li> </ul>	Yes	Yes	No	Yes	Yes, if risk assessed	No
	Direct hands-on supervision of children, where social distancing (2 metres and handwashing) cannot be achieved	<ul style="list-style-type: none"> <li>• 1-1 work with children (reading, help with writing and drawing)</li> </ul>	No	No	Yes	No	No	No
	General supervision of children where social distancing (2	<ul style="list-style-type: none"> <li>• A teacher at the front of the class</li> <li>• Supervision of children at play or break time</li> </ul>	No	No	No	No	No	No



	metres and handwashing) can be maintained	<ul style="list-style-type: none"> <li>Administrative functions with not close contact with children</li> </ul>						
<b>Special schools / Alternative Provision and other similar settings</b>	Direct hands-on personal care of children	As above, plus - <ul style="list-style-type: none"> <li>Close personal care to support children's medical conditions, such as support with feeding tubes and tracheostomies.</li> </ul>	Yes	Yes	No	Yes	Yes, if risk assessed	No
	Direct hands-on supervision of children, where social distancing (2 metres and handwashing) cannot be achieved	As above, plus - <ul style="list-style-type: none"> <li>Providing general physical, mobility and educational support for children with special needs</li> </ul>	No	No	Yes	No	Yes	No
	General supervision of children where social distancing (2 metres and handwashing) can be maintained	As above	No	No	No	No	No	No
	Supervision of children in settings where there might be challenging behaviour	<ul style="list-style-type: none"> <li>Dealing with conflict and physical interventions,</li> <li>Close supervision and mentoring following challenging behaviour</li> </ul>	Yes, if risk assessed	Yes, if risk assessed	No	Yes	Yes, if risk assessed	No

Please see government [guidance on shielding and protecting extremely vulnerable](#)

Potential Risk	Risk	Who might be harmed?	Minimum control measures to reduce risks to an acceptable level	School Risk Response / Mitigation	School Risk Rating	Date Assessed
<b>When essential travel in a vehicle is required</b>		Staff & Volunteers	<p>When having to travel for business related reasons such as visiting a pupil's home, delivery of food hampers etc please only travel when this is essential.</p> <p>When using a private vehicle to make a journey that is essential, cars should only be shared by members of the same household. Those who normally share a car with people who are not members of their own household for a journey that is essential, e.g. getting to work, should consider alternatives such as walking, cycling and public transport where you maintain a distance of 2 metres from others.</p> <p><a href="https://www.gov.uk/guidance/social-distancing-in-the-workplace-during-coronavirus-covid-19-sector-guidance">https://www.gov.uk/guidance/social-distancing-in-the-workplace-during-coronavirus-covid-19-sector-guidance</a></p> <p>Where using a car is essential to carry out a school based task involving two or more people, it is recommended that two or more cars are used rather than staff travelling together in the same vehicle.</p>	<p>Staff on home visit will attend in pairs but travel in separate vehicles.</p> <p>General reminders given about transport in Inset training.- one member of staff uses public transport so will include updated travel advice in info on safe use of public transport – conversation about flexible start/ finish times as necessary to avoid busy times.</p>		



			<p>Staff where possible should use their own vehicle</p> <p>Staff should only share a vehicle as an absolute last resort</p> <p>If you have to share the vehicle with another staff member – remember to wipe down the car after the visit has taken place e/g steering wheel, handbrake, door handles etc with an antibacterial wipe (dispose of the wipes by double bagging) and open windows</p> <p>Once you arrive at the property – you must maintain social distancing. Knock on the door and leave the hamper on the door step</p> <p>If you are lone working it is important to follow your lone working guidance and ensure a buddy system is implemented and you are in regular contact of your whereabouts</p> <p>If staff are visiting a number of homes (e.g. delivering food hampers etc) and cannot get access to warm soapy water then you must use a hand sanitizer between visits</p>	<p>Hand sanitiser available for any visits</p>		
<p><b>Managing risk of an individual who display's symptoms</b></p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk.</p>	<p>Isolation room to be available (opposite library)</p> <p>Appropriate equipment available and window open.</p> <p>Display protocol and symptoms Use disabled toilet in reception rather than communal toilets.</p> <p>Staff reminded to wash hands afterwards.</p> <p>All protocols communicated in staff training-flow charts to be displayed in key place</p> <p>Follow ASTREA flow charts as required.</p>		



			<p>Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>			
<p><b>Managing the risk of a confirmed case of coronavirus</b></p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</p> <p>Where the child, young person, or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger</p>	<p>School is registered and ready for testing</p> <p>Protocols explained in training- ensure SLT/ Admin all clear on the precise steps- We now have flow charts in place.</p> <p>Communications with key people as instructed on this risk assessment- who to let know when and will follow flow chats as provided by Astrea. In addition to refer to specifics as outlined here in the risk Assessment – using necessary reporting systems.</p>		



			<p>number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p> <p>If any cases are confirmed they must be reported on the <a href="#">Wellworker</a> system through to Notts CC Health and Safety Team</p> <p>Further guidance from the Health and Safety Executive is available via the link below:  <a href="https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm">https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</a></p>	Staff briefed in staff handbook and on training day.		
<b>Deliveries and Maintenance on school sites</b>			<p>Only essential repairs and maintenance work should be carried out</p> <p>All deliveries to School (including milk and fruit) should be left at the main entrance and sanitized with wipes before taking them inside the School premises</p> <p>Keep deliveries to a minimum with essential items only</p>	<p>Ensure all external contractors/ deliveries are aware of protocol</p> <p>Have additional sanitiser near delivery drop off spot,</p> <p>Restrict deliveries</p> <p>Any visitors to comply with school social distancing rules</p>		
<b>Ongoing provision of food</b>	Children, staff not receiving meals whilst in school	Employee, pupils, agency staff	<p>Schools should provide meals for all children in school, and meals should be available free of charge where pupils meet the free school meal (FSM) eligibility criteria.</p> <p>Ensure food is available for pupils by contacting catering company or team regarding the reopening of the kitchen.</p> <p>Work with food providers to offer meals or food parcels for the benefits related free school meal pupils not in school. With schools opening more widely, catering teams will be better placed to provide this.</p> <p>Provision for the food vouchers for those eligible will continue to be available where needed.</p>	<p>Packed lunches to be served to minimise the risk of transmissions- dirty plates, knives forks, etc.</p> <p>Children to place own rubbish in provided bins.</p> <p>Tables to be wiped afterwards by key dinner staff</p> <p>Vouchers ordered for those not attending school in the first instance,</p>		
<b>Managing the ongoing cleaning of the school building</b>	Reducing the risk of contact infection	Employee, pupils, agency staff, member of the public	Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.	Ensure cleaning protocols especially around accidents are explained in staff training		



		<p>All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</p> <ul style="list-style-type: none"> <li>• objects which are visibly contaminated with body fluids</li> <li>• all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> </ul> <p>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:</p> <ul style="list-style-type: none"> <li>• Use either a combined detergent disinfectant solution at a dilution of 1,000parts per million available chlorine Or</li> <li>• A household detergent followed by disinfection (1000ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents Or</li> <li>• If an alternative disinfectant is used within the school, this should be checked and ensure that it is effective against enveloped viruses</li> </ul> <p>Avoid creating splashes and spray when cleaning.</p> <p>Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.</p> <p>When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.</p> <p>Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.</p> <p><b>Laundry</b></p> <p>Wash items in accordance with the manufacturer’s instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people’s items.</p>	<p>Ensure cleaning team are adhering to following advice on this risk assessment.</p> <p>As part of ongoing health and safety staff will support good standards of hygiene e.g wipe downs of key surfaces throughout the day. Staff to undergo training for this in advance of school opening (week commencing 8<sup>th</sup> June)</p> <p>Tissues/ wipes etc available for use</p> <p>Removal of most upholstered furniture in classrooms including rungs in EYFS which will require regular steam clean.</p>		
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		<p>Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.</p> <p>Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.</p> <p><b>Waste</b></p> <p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <ol style="list-style-type: none"> <li>1. Should be put in a plastic rubbish bag and tied when full.</li> <li>2. The plastic bag should then be placed in a second bin bag and tied.</li> <li>3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> </ol> <p>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> <li>• if the individual tests negative, this can be put in with the normal waste</li> <li>• if the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> </ul> <p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p> <p>For further guidance regarding cleaning please see <a href="#">non healthcare settings guidance</a></p>	<p>Waste procedures explained in training as directed on this risk assessment.</p> <p>Establish a clear waste storage area for possible contamination</p> <p>Order small closed bins with lids for classrooms,</p>		
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## Education Specific Guidance

Potential Risk	Risk	Who might be harmed?	Minimum control measures to reduce risks to an acceptable level	School Risk Response / Mitigation	School Risk Rating	Date Assessed
<b>Effective Timetable Planning</b>	Staff and children and young people being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Settings are asked to refresh the timetable to actively support social distancing and minimise risk, considering the following:</p> <ul style="list-style-type: none"> <li>• establish pupil numbers anticipated in school</li> <li>• establish staff available to deploy</li> <li>• decide which lessons or activities will be delivered</li> <li>• organise small class groups, as described in the 'class or group sizes' section</li> <li>• consider which lessons or classroom activities could take place outdoors</li> <li>• consider start and end of the school session</li> <li>• consider staggered drop-off and collection times</li> <li>• consider lesson times</li> <li>• use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>• stagger assembly groups</li> </ul>	<p>All points covered in staff handbook and will be shared in staff meetings and INSTET.</p> <p>Class Size Groups Smaller than recommended... (Very low numbers initially- N-1 R-7 Y1- 5 Y6 -5)</p> <p>Capacity between 8-12 max</p> <p>Clear timetable established</p>		



			<ul style="list-style-type: none"> <li>stagger break times (including lunch), so that all children are not moving around the school at the same time</li> </ul>	<p>Routines clear for start/end of day staggered start/finish for Stream A and Stream B if necessary (although not currently needed due to low numbers)</p> <p>Class Assembly rather than whole school.</p> <p>Lunch time group leader established.</p> <p>Cohorts who may find it difficult and want to mix groups (Y6) kept apart for the day- different lunch times</p> <p>Dinner staff hours extended by 20 mins to cover staggered lunch (Not needed in the first instance but if numbers advance)</p> <p>Parents/ Staff notified that school could be closed at short notice is staffing is unsafe or the organisation of the groups days/ hours could be changed to a rota basis in the future (this will not be necessary in the first instance due to low numbers) Follow Astrea School closure policy in this instance coordinate with Jo L and J. Chagger</p> <p>Avoid supply/ contract staff due to cross contamination</p>	
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				consult with Trust if staffing levels are a concern.  Specific entrances for streams.		
<b>Effective Management of Classrooms</b>	Staff and children and young people being unable to adhere to social distancing and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Settings are advised to organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible.</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>In addition, childcare settings or early years groups in school should:</p> <ul style="list-style-type: none"> <li>• consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</li> <li>• consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</li> <li>• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• accessing rooms directly from outside where possible</li> <li>• <i>ensure each pupil has their own table/seating area</i></li> </ul> <p>Further guidance from the Department of Education is available via the link below: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	<p>Individual desk areas set up in Y1/Y6</p> <p>Zoned play for EYFS with a tray of own materials for mark making etc.</p> <p>Coordinated outdoor time with F1 Not sharing equipment etc...</p> <p>Small groups of children in each class stream</p> <p>All unnecessary items will be removed in the preparation day and stored in a central place (spare classroom)</p> <p>Doors will be open if can become because of children's needs will need to be closed (this would be indicated on child's individual risk assessment if necessary. (Noted guidance on fire doors not to be propped opened)</p> <p>Each group will have their own external door</p>		



<p><b>Effective Management of Transport</b></p>	<p>Increased transmission of virus on arrival and departure from school setting</p>	<p>Employees, pupils, agency staff, members of the public</p>	<p>Settings should consider the following with regards to the management of transport:</p> <ul style="list-style-type: none"> <li>• Encourage parents to familiarise themselves with <a href="#">Coronavirus (COVID-19) Travel guidance for passengers</a>, particularly if they require public transport.</li> <li>• Encourage parents to explore all forms of transport before using public transport. Encourage parents, children and young people to walk or cycle to their education setting where possible, maintaining social distancing when approaching or passing other pedestrians.</li> <li>• When children are cycling to school, ensure hands are washed before and after for at least 20 seconds or sanitised.</li> <li>• Ensure transport arrangements cater for any changes to start and finish times – and this is communicated to all parents.</li> <li>• Make sure any transport providers (minibus drivers etc) do not work if they or members of their household are displaying symptoms of coronavirus.</li> <li>• Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers.</li> <li>• When transporting children with complex needs, who may need support to access the vehicle or need help in fastening seatbelts, ensure this individual case is risk assessed in case the staff member requires PPE.</li> <li>• Communicate revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance to agree pick-up and drop off times and points).</li> <li>• <i>Remind parents that if they use public transport, ensure parents and children maintain social distancing where possible, minimise the amount of surfaces touched, face away from others, consider taking hand sanitiser to support hygiene measures and wear a face covering during the journey. Face coverings should be kept in a plastic bag once removed and washed prior to re-use.</i></li> </ul>	<p>In parent handbook address public transport/ travel guidance including reminder to socially distance and use of face mark. Note very low number of children use public transport- most walk to school.</p> <p>No contractor involved</p> <p>Parents know pick up and drop off points- as streamed and low numbers and all have external doors parents will wait at marker points outside classrooms and one entrance in different out. (If any breach of this- there is an alternative plan where children will be collected from the gate and no parents on premises – this has been communicated with parents)</p> <p>Parents told that they will need to call reception and will not be permitted on the premises.</p>		
<p><b>Effective Communication to Parents and Carers</b></p>	<p>Parents and carers having appropriate knowledge on virus, transmission, and risk within an education setting</p>	<p>Employees, pupils, agency staff, member of the public</p>	<ul style="list-style-type: none"> <li>• Tell parents and carers that no-one should enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> <li>• Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>• Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> </ul>	<p>All advice relating to this will be included in the hand book</p> <p>As noted above- Parents given number to ring.</p> <p>SLT to be visible in morning and afterschool in the first</p>		



			<ul style="list-style-type: none"> <li>• Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>• Where appropriate, engage parents and carers in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>• Ensure parents and carers are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• <i>Remind parents and carers about social distancing whilst on site and make sure that procedures are well signposted around the school grounds</i></li> </ul>	<p>instance to ensure guidelines are followed</p> <p>Signage displayed – constant reminders from staff to parents (one way system with separate entry and exit points will discourage any breach of social distancing)</p>		
<b>Effective Management of Cohorts</b>	Staff and children and young people being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>• ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>• ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> <li>• ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day <i>or properly cleaned between cohorts if shared</i>. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul> <p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• accessing rooms directly from outside where possible</li> <li>• considering one-way circulation</li> <li>• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group.</li> <li>• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>	<p>All streams/ classes kept separate</p> <p>External door for each stream</p> <p>Minimise other adults to mix and access groups where it is practicable.</p> <p>One way circulation of human traffic outside. In school there are very limited times there should be any transient passing in the corridor.</p> <p>Staggered breaks/ lunch times</p> <p>Children to be seated in the same place – if on a red card and taking time out use their own chair.</p> <p>Lunch time hall used at half capacity- dinner staff to</p>		



			<ul style="list-style-type: none"> <li>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> </ul> <p>For shared rooms:</p> <ul style="list-style-type: none"> <li>use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>stagger the use of staff rooms and offices to limit occupancy</li> </ul> <p>Further guidance from the Department of Education is available via the link below: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	<p>thoroughly wipe tables after.</p> <p>Ensure clean cups for water or preferred to use own water bottles and take home for cleaning.</p> <p>Adapted behaviour policy and agreed contract and behaviour plans for those children highlighted- all children are ranked as high, medium and low risk on entry by SENDCo and appropriate procedures carried out to identify where/ how the child can most safely be taught. Reasonable adjustments to be made for those children who require additional support and where there is not a serious breach of safety- School to follow Trust Exclusion Annex</p> <p>Due to staggered lunch, limited number of adults should be in the staff room at any time. Ensure and remind of social distancing in the staff room. (Staggered lunch and reorganisation of staff room including removal of chairs and tape as a marker to indicate only one person in kitchenette area at a time)</p>		
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				<p>Indoor lunch children are to be supported by bubble lead (dinner staff/ TA) and taken in bubble space/classroom.</p> <p>Any children who may need specific physical handling will be risk assessed, staff and parents involved and PPE required where required. Agreement in place beforehand- specific behaviour annex in updated policy- none presently to return.</p> <p>Trauma Support School will undergo Trauma Informed Schools training (to commence September) but have also been sent some training materials in advance plus training to adapt our curriculum. Teacher prioritising character development over academic lessons in the first instance. Some children identified for additional therapy sessions.</p> <p>Staff have been directed not to mark books but to give verbal feedback.</p> <p>Classroom resources such as books can be given out but must not be shared unless have been wiped down and quarantined for</p>		
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				72hours. A box should be available for this and an individual book/s available in child's tray.	
<b>Effective Cleaning and Hygiene in Classrooms</b>	Staff and children and young people being unable to adhere to social distancing and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Settings should ensure the following protective measures are in place with regards to cleaning and hygiene:</p> <ul style="list-style-type: none"> <li>• Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>• Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul> <p>Ensure that all adults and children:</p> <ul style="list-style-type: none"> <li>• Frequently wash their hands with soap and water for 20 seconds and dry thoroughly</li> <li>• Clean their hands-on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>• Pupils are encouraged not to touch their mouth, eyes and nose</li> <li>• Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>• Ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>• Consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> <li>• Ensure that bins for tissues are emptied throughout the day</li> <li>• Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• Contact public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</li> <li>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</li> </ul> <p>Further guidance from the Department of Education is available via the link below: <a href="https://www.gov.uk/government/publications/coronavirus-">https://www.gov.uk/government/publications/coronavirus-</a></p>	<p>All measures listed above</p> <p>Teachers are trained in the INSET about their role in cleaning routines throughout the day- wiping down any high use surfaces, limiting shared resources.</p> <p>All class teachers have packs of wipes/ etc for wiping down surfaces as used.</p> <p>Discuss ensure in INSET training.</p> <p>Orientation morning to ensure all pupils are educated on hand washing, wiping down and how to blow nose, sneezing etc</p> <p>School to be closed Friday pm for deep clean as this takes additional time- staff off site to allow this to happen (PPA to be taken at home)</p>	



			<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>		
<b>Effective Use of Outside Space</b>	Outdoor equipment not being kept clean therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Settings are asked to consider the use of outside space:</p> <ul style="list-style-type: none"> <li>• for exercise and breaks</li> <li>• for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> </ul> <p>Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</p> <p>Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></p> <p>Schools should stagger breaks and lunchtimes to ensure that groups are kept apart as much as possible.</p> <p>Further guidance from the Department of Education via the link below: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	<p>Spaces divided into zones for key classes/ streams.</p> <p>Restricted use of outdoor equipment including slide etc due to difficulties with other groups using- not possible to wipe and clean in time</p> <p>Breaks are staggered</p> <p>Children to have own outdoor equipment,</p>	
<b>Effective Use of Resources</b>	Staff and children and young people being unable to adhere to social distancing and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff	<p>Settings are asked to consider the following actions in the safe maintenance and control of resources:</p> <ul style="list-style-type: none"> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>• Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• Seek to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> </ul>	<p>Learning spaces are de cluttered and removal of additional furniture so there is max space available</p> <p>Children have individual resources marked in a large named clear zip case. (Y1-Y6)</p> <p>Staff told to wear gloves for marking and wash hands after. Avoid taking things like marking home to prevent transmission.</p>	



			<ul style="list-style-type: none"><li>• <i>Provide a tray of resources on each table for the individual children to use in Primary settings</i></li></ul>	Reception Nursery equipment to be wiped regularly		
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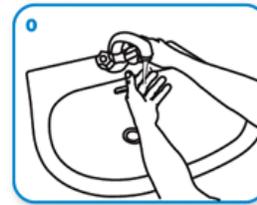
**Appendix 1: Clean hands protect against infection (WHO protocol)**

Protect yourself

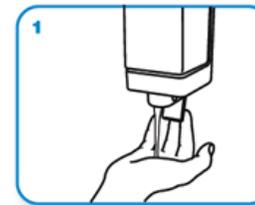


- Clean your hands regularly.
- Wash your hands with soap and water and dry them thoroughly. Use alcohol-based hand rub if you do not have immediate access to soap and water.

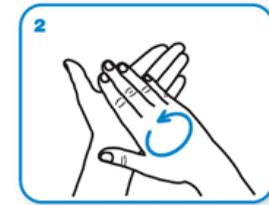
How do I wash my hands properly? Washing your hands properly takes about as long as singing "Happy Birthday" twice, using the images below:



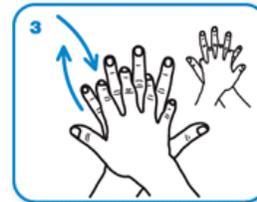
Wet hands with water



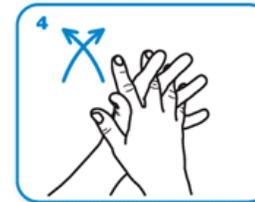
apply enough soap to cover all hand surfaces.



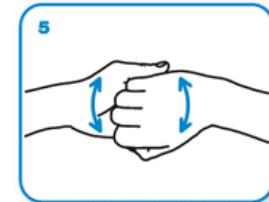
Rub hands palm to palm



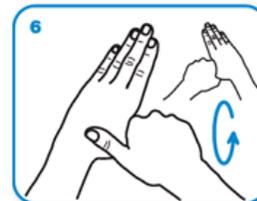
right palm over left dorsum with interlaced fingers and vice versa



palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



rotational rubbing of left thumb clasped in right palm and vice versa



rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



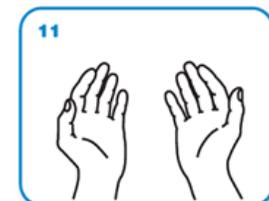
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.

