

COVID-19 School Site Risk Assessment: Jan 2021 Lockdown Version



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Name of School:	Denaby Main Primary Academy
Completed by:	Lindsay Dickinson - Principal
Executive Approval:	
Date:	January 17 th 2021

Overview – 7th January 2021

During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until February half term.

Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes. This is the default position for all areas irrespective of national lockdown restrictions.

The Government's current guidance is set out in 4 key areas. These are:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

This guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE). This guidance will be under continual review and updated as necessary. [Please see guidance for full opening of schools here.](#)

Public Health have advised that all schools should review their health and safety risk assessments and draw up plans that address the risks identified using the system of controls set out below. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and ventilation arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups

- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

It is a legal requirement that schools should regularly revisit and update their risk assessments (building on the learning to date and the practices they have already developed). Schools should determine whether a review of their risk assessment is necessary.

School employers should have active arrangements in place to monitor that the controls are:

- Effective
- Working as planned
- Updated appropriately considering any issues identified and changes in public health advice

Once risk is assessed the systems of controls must be worked through, adopting measures in a way that addresses the risk identified in the assessment, works for the school and allows to deliver a broad and balanced curriculum for pupils, including full education and care support for those pupils who have SEND.

Systems of controls

These are a set of actions grouped into 'prevention' and 'response to any infection'.

Prevention:

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9) Engage with the NHS Test and Trace process.

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

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 Government and national Public Health England/NHS guidelines via https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/	<p>Updates to be circulated to staff as information is shared e.g. Gov advice/ public health.</p> <p>Email briefings and reminders as necessary</p> <p>Email updates sent to staff 18/1/21 as a reminder to read this risk assessment and links for updated guidance.</p> <p>Delivered Inset day on 4/1/21 to ensure knowledge on virus , transmission and to discuss steps we will take to reduce transmission</p>		17/1/21

				<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"> 1. Appropriate mental health support is in place to support colleagues including- 2. All staff have been offered a well-being check in on return in Jan 4/1/21 3. Staff signposted/ reminded regularly to the Employee Well Being portal- Employee Assistant Programme- posters in school, mention in conversations etc... 4. Astrea Staff well-being pack distributed 5. Independent advice details shared via HR if necessary 6. Mental Health First Aid and Return to work champion available- A. Ronbinson 7. Staff encouraged to report any concerns to Principals attention and appropriate alternative solution such as 		
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				removal from duties if colleague feels unsafe.		
Transmission of Covid-19 via transport to setting	Increased transmission of virus on arrival at school setting	Employee, pupils, agency staff, member of the public	<p>Transport services to education settings should continue to be provided.</p> <p><u>The transport to school and other places of education: 2020 to 2021 academic year guidance remains in place.</u></p> <p>Those involved in the provision of home to school or college transport must do all that is reasonably practicable to maximise social distancing where possible and minimise the risk of transmission. What is practicable is likely to vary according to local circumstances. Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This means that where fewer children and young people are attending school or college, sufficient levels of capacity should be maintained to maximise social distancing. For example, through alternate seating or separation between year groups or schools.</p> <p>Children, young people and staff can continue to use public transport where necessary. We encourage everyone to walk, cycle or scoot wherever possible and safe. This will help to reduce pressure on the public transport network and allow social distancing to be practised. Where children, young people and staff need to use public transport, they should follow the <u>safer travel guidance.</u></p> <p>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.</p>	No transport provided.		17/1/21

<p>Effectively implementing infection protection and control</p>	<p>Staff and Children/ Young People being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19</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> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school. 2) Where recommended, the use of face coverings in schools. 3) Clean hands thoroughly more often than usual. 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Minimise contact between individuals and maintain social distancing wherever possible. 7) Where necessary, wear appropriate personal protective equipment (PPE). 8) Always keeping occupied spaces well ventilated. <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 7 applies in specific circumstances.</p> <p>Response to any infection:</p> <ol style="list-style-type: none"> 9) Engage with the NHS Test and Trace process. 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. 11) Contain any outbreak by following local health protection team advice. <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>	<p>Slight Stagger of start times (however note we are a very small school and all have their own entrance door so other than 5-10 minute stagger, this is not necessary.</p> <p>Send clarification email to all parents to remind of staggered start to avoid accumulation of people on site- A letter reminder to remind parents of staggered start/ finish times and to remind parents about avoiding gathering in groups and to socially distance.</p> <p>Signage is up and displayed in very public and obvious places.</p> <p>Handbook sent in July stipulates that only one parent must enter school site to minimise infection.</p> <p>One way system to walkaround the perimeter of the school</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>17/1/21</p>
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				<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>Visiting contractors/ temporary staff have clear instructions to read upon entry.</p> <p>Those contracting members of staff working with children are given handbook before being allowed to work with children and risk assessment is shared.</p> <p>All visitors must complete a pre-entry form for test and trace purposes and to ensure all agree to terms and conditions of entry.</p> <p>Sanitised pen pots available to ensure no cross contamination</p> <p>Visitors advised that they must wear a face mask on entry exception unless the role is supporting language and communication in which instance visitor must use a designated space outside of the main space and maintain a safe social distance away from the pupil.</p> <p>Ensure all are aware of facemask protocol for visitors or staff wearing as part of PPE when working in close contact, delivering first aid or a meeting with a visitor</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on 		
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				<ul style="list-style-type: none"> • safe storage of them in individual, sealable plastic bags between use. Show where to dispose-contaminated waste bin • Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully <p>Follow guidance https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Due to escalation to National Lockdown, all parents have been requested to wear face masks. KD has supplied community with material face masks to support community with this—regular reminders in letters sent.</p> <p>Contractor such as Active Fusion Member has access to training for their required role and all appropriate communications around safeguarding and protocols for suspected symptoms shared-cleaning routine training delivered- AR (SBM) safeguard Annex, KD (DSL) Risk Assessment complete and Employer risk assessment. Before they are able to commence work.</p> <p>Schools follow N.Law flow chart in the event of reporting a case</p> <p>START of term 2- Text sent to remind parents to socially distance, face masks and not to enter premises if symptomatic/ positive.</p>		
<p>Reducing transmission of Covid-19 through</p>	<p>Staff and pupils having sufficient opportunity through the</p>	<p>Employee, pupils, agency staff,</p>	<p>Follow Hand Washing protocol at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/ <p>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant.</p> </p>	<p>School has an embedded policy of handwashing and routines now established.</p>		<p>17/1/21</p>

<p>effective hand washing</p>	<p>school day to implement effective hand washing</p>	<p>member of the public</p>	<p>Clean hands thoroughly more often than usual will help to kill the virus when it is on the skin.</p> <p>This can be done with soap and running water or hand sanitiser.</p> <p>Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider</p> <ul style="list-style-type: none"> • Whether the school has enough hand washing OR hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • Supervision of hand sanitiser use given risk around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin wipes can be used as an alternative. • Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them. 	<p>New children to be shown routine and visual timetables displayed in classrooms and around sinks for times to wash and how to wash.</p> <p>Checked school has enough hand cleaning products- soap and towels etc and a replacement order system in place- SBM to check supplies and caretaker to ensure these are filled daily as part of daily site management checks.</p> <p>School replenished resources some from donations including sanitisers, PPE and tissues. SBM checked all compliant and meet health and safety requirement</p> <p>All children to be supervised with hand washing and care taken with very young children in EYFS.</p> <p>All children will take part in orientation on first morning back to ensure they all know what the procedures are.</p> <p>Staff will have this message revised in refresher training for INSET Jan 4th when reading risk assessment and routines communicated in staff handbook earlier in the year (September)</p> <p>Anti-slip mats placed under sanitiser stations to prevent slippage and teachers to discuss safe use and amount of this liquid.</p> <p>School distributed free sanitiser to all those parents on collection on 16th September to help support safe hand wash routines at home and prevent any known spread.</p>		
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				4/1/2021- KD continues to check and distribute any additional hygiene packs to anybody vulnerable via Hygiene bank in the community hub as necessary		
Intimate care and minimising the risk of Covid-19		Employee, pupils, agency staff, member of the public	<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 social distancing, handwashing and other hygiene measures, and cleaning of surfaces.</p> <p>The majority of staff in education settings will not require additional PPE beyond what they would normally need for their work. Additional PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child or young person becomes ill with Coronavirus (COVID 19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained. • Where a child or young person already has a routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. <p>For more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use and how to source it here.</p> <p>When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination.</p>	<p>Follow prior advice using Astrea Tables on situations when to use PPE.</p> <p>PPE available in key places/ e.g. medical room</p> <p>For those with intimate care continue to use normal PPE but encourage extra care with disposal etc and additional hand wash routines.</p> <p>Share links on how to put PPE on and Off in this section with staff.</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>Youngest children where they may not be able to keep safe distance,- 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. This also applies to SENDco and Thrive Practitioner and any staff who may support vulnerable children.</p> <p>PPE is available in school- has been delivered in advance – we have a good stock with procedures to check/ re order by school SBM.</p> <p>We will follow guidance below and indicate which children may fall into categories. This will be indicated on</p>		17/1/21

				<p>updated care/ support plans where needed.</p> <p>Make sure parents are aware that face masks for children are not permitted and will be a condition of entrance- for safety reasons and increased transmission use.</p> <p>Those who may present high needs and having additional needs- staff told on 16th September about safer hygiene protocols- including change of clothes available and hand sanitiser/ wipes to hand for any children with sensory needs where saliva may be an issue this has been included on individual's child's risk assessment. Reminded of stringent hand wash routines.</p>		
<p>Managing risk of an individual who display's symptoms</p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme.</p> <p>Schools must ensure they understand the NHS Test and Trace process.</p> <p>Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self- 	<p>Ensure parents know procedures- in parent handbook following advice listed here. e.g. to know they must be willing to book test if displaying symptoms. (The procedures have been written and communicated via the Parent Handbook)</p> <p>Parent know that they must confirm results with school as listed here,</p> <p>Any suspected cases in school to be placed in isolation room- PPE available for staff member and windows are opened daily in this room as part of procedures with full cleaning/ sanitation products available.</p> <p>We will follow all measures stated in this section in a suspected case.</p>		<p>17/1/21</p>

		<p>isolate if they develop them in school. All children can be tested if they have symptoms, including 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</p> <ul style="list-style-type: none"> • provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • Self isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries. Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme. Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate. <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR test. PCR tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to PCR testing. The government will ensure that it is as easy as possible to get a PCR test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new PCR testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a PCR test.</p> <p>The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that 21 symptomatic staff can also get a test and if</p>	<ul style="list-style-type: none"> - We will follow Astrea flow charts in the event of a symptom concern but the routines in school are: - Child must be taken immediately into a ventilated but isolated room. - PPE must be worn by member of staff (gloves, mask, apron) - Reception to contact Parent and make aware of concern and arrange immediate collection - Communication protocol card to be passed to parent on how to book a test. Card gives detail of what steps they must take. - Regular follow up- check ins with family to support testing process and to keep school updated. - Arrange for full deep clean of space (using strongest detergent permitted) Space MUST not be accessed until this has been carried out - Ensure confidentiality of suspected case is protected and NOT shared with wider community <p>School have received a number of tests with clear reordering system in place. Re order placed as needed for additional tests to support our community if/ when they require a test due to shortages.</p>		
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		<p>they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.</p> <p>Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance.</p> <ul style="list-style-type: none"> • If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact. • If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive. <p>NHS COVID-19 app The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p>			
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			<p>Rapid testing in schools and colleges Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance.</p>			
<p>Managing the risk of a confirmed case of coronavirus</p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below.</p> <p>If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This should be a proportionate recording process.</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>Ensure parents know the procedures and what would happen in a confirmed case- included in handbook –</p> <p>Lists of groups of children and key adults working within this group should be kept. Staff to keep a note of any children outside their bubble they have come into contact with and close contact with e.g. if they end up delivering first aid</p> <p>School to use Astrea template letter if there is a confirmed case. Staff told in staff training inset and in staff handbook that names of people with virus must not be shared.- follow new updated guidance in the event of a confirmed case</p>		<p>17/1/21</p>

		<p>Schools 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>Where individuals who 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. 23</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> • if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and 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. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>	<p>N. Law and DFE helpline for conformed positive test DFE helpline- 0800 046 8687 selecting option 1 We have been advised NOT to contact health protection team now</p>	
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		<p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>This process will look different for secondary schools once they have commenced lateral flow testing of close contacts of confirmed cases.</p> <p>If any cases are confirmed they must be reported on the <u>Well worker</u> 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: https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</p>			
<p>Managing the risk of containing any outbreak of coronavirus</p>		<p>Secondary schools participating in the rapid asymptomatic testing programme should refer to the guidance for asymptomatic testing in schools and colleges, to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below.</p> <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>	<p>Follow advice as listed here- Principal to follow Health protection team advice,</p> <p>Check stringent measures are in place for school cleaning following an outbreak and closely work with head of cleaning are necessary</p>		<p>17/1/21</p>

			In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.		
Ongoing provision of food	Children, staff not receiving meals whilst in school	Employee, pupils, agency staff	<p>During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</p> <p>Schools should also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, a national voucher scheme is in place so that every eligible child can access free school meals while their school remains closed. Further guidance will be provided by DfE shortly.</p> <p>Kitchens must comply with guidance for food businesses on coronavirus</p>	<p>Regular texts sent to parents with opportunity for collection/ and/ or delivery</p> <p>Voucher system in place from 18/1/21</p> <p>School also supporting additional food/ hygiene products through the community Hubb,</p> <p>Financial/ domestic support available through KD for those families vulnerable and on the edge of poverty.</p>	17/1/21
Ongoing management of the estate		Employee, pupils, agency staff	<p>Fire safety management plans should be reviewed and checked in line with operational changes.</p> <p>Schools should check:</p> <ul style="list-style-type: none"> • all fire doors are operational at all times • your fire alarm system and emergency lights have been tested and are fully operational Carry out emergency drills as normal (following social distancing as appropriate). <p>You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on fire safety in new and existing school buildings.</p>	<p>LD to check with site manager and cross reference risk assessment and Astrea Check lists as appropriate</p> <p>Letter/ reminders sent to parents about ventilation- windows to be open. Parents and staff advised of this.</p> <p>4/01/2021</p> <p>Text reminder to be sent to wear additional layers- ensure classroom temperatures remain comfortable.</p>	17/1/21

		<p>Where buildings have been limiting attendance to just vulnerable children and children of critical workers or had reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak.</p> <p>Ventilation</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (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) • 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 • 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) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts 	<p>Reminder sent to parents on cold days to wear extra layer</p> <p>Ensure temperature is at of a comfortable level</p> <p>Use high windows to avoid children in drafts</p> <p>Those who have medical conditions where colder climates could trigger- i.e. asthma to review/ consult with KD (medical for a review)</p> <p>On very cold days windows to be opened less and have a surge of ventilation at playtimes/ lunch with windows wider</p> <p>Internal door open for through ventilation wherever possible,</p>	
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			<ul style="list-style-type: none"> • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Please note that increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>			
Managing the ongoing cleaning of the school building	Reducing the risk of contact infection	Employee, pupils, agency staff, member of the public	<p>Points for consideration and implementing</p> <ul style="list-style-type: none"> • Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ○ More frequent cleaning of rooms / shared areas that are used by different groups ○ Frequently touched surfaces being cleaned more often than normal. • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. <p>Public Health will publish revised guidance for cleaning in non-healthcare settings and advice on general cleaning required in addition to current advice on COVID19 cleaning in due course. COVID-19: cleaning of non-healthcare settings guidance</p>	<p>Cleaning routines established- cleaners to ensure high use places are cleaned thoroughly- notified of reduced areas as a consequence of reduced numbers in school and where cleaning routines can be adjusted.</p> <p>Cleaning schedule explained to staff for communal places and spaces used by their bubble.</p> <p>Cleaning routines also established for high touch places around school that staff use e.g. photocopier or kitchen appliances.</p> <p>Regular wipe of catering trolley between class usage as this is a high touch area.</p>		17/1/21

				Review meeting with SMB to check all cleaning arrangements are effective and to discuss any ongoing concerns/ sourcing of issues- one minor concern raised and address regarding thoroughness of cleaning in one room and site manager informed. Cleaning materials including sprays replenished/ restocked		
Provision of Uniform		Pupils & Parents	<p>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.</p> <p>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.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>	<p>Parents told that children to wear uniform but we have removed ties because these do not get washed regularly.</p> <p>School has created a uniform swap shop with free supplies of used uniform in good condition to respond to financial needs and to help ensure all children are in correct uniform,</p> <p>Community Hub used to communicate help is available with uniform if required to ensure all children are dressed appropriate for September.</p> <p>Share link with any parent who may be struggling financially to get support for buying uniform.</p> <p>https://www.gov.uk/help-school-clothing-costs</p> <p>continue to supply winter warmer packs.</p>		17/1/21
Effective Contingency Planning for Outbreaks in the community		Employees, pupils, agency staff	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</p> <p>The DFE will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice.</p>	Does not apply during national lockdown as education settings are closed.		17/1/21

		<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.</p> <p>In developing these contingency plans, we should look to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resource • select the online tools that will be consistently used across the school to allow interaction, assessment, and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum 			
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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
Effective Timetable Planning	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"> • establish pupil numbers anticipated in each bubble • establish staff available to deploy • decide which lessons or activities will be delivered • clear timetable provided for each bubble • consider which lessons or classroom activities could take place outdoors • consider how P.E. and music lessons will be taught • consider the use of peripatetic and supply staff • consider the induction & placement of ITT students • consider start and end of the school session 	<p>.Key adults deployed in two bubbles- details circulated in briefing 18/1/21</p> <p>Timetable clearly established with transitional activities/ thrive session/ Tribe time and orientation activities to induct all children to the procedures.</p> <p>Children to follow remote offer when in school to ensure all receive same offer and ensure continuity and progression. .</p> <p>Staff encouraged to use outdoor learning opportunities where possible and an additional outdoor activity to be planned daily in afternoon to encourage sport/ recreation and social interaction- positive social times.</p> <p>PE arrangements- children in their bubbles are permitted to use the hall- any used equipment will need to be cleaned and quarantined. Ensure windows are open for air flogging.</p> <p>Active Fusion/ Health Mentor staff are permitted to enter and support school but only to support one bubble- first few weeks offer to be done remotely whilst waiting for updated guidance.</p>		17/1/21

			<ul style="list-style-type: none"> consider staggered drop-off and collection times consider lesson times use the timetable and selection of classroom or other learning environment to reduce movement around the school or building stagger break times (including lunch), so that all children are not moving around the school at the same time consider what blended learning can be offered for a seamless education consider what 'catch-up' and the 'recovery curriculum' will look like <p>Before and after school clubs</p> <ul style="list-style-type: none"> Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. 	<p>Ensure Active Fusion member has access to handbook, our risk assessment and reads/ understands all relevant policies for working safely at Denaby Main.</p> <p>Breaks/ Playtimes to be staggered</p> <p>EYFS/ KS1 Bubble use small playground- flexible around live teaching etc. KS2 Bubble- use larger playground.</p> <p>Lunch Staggered EYFS/ KS1 Bubble first then KS2 Bubble,</p> <p>Afternoon Break as appropriate in designated space.</p> <p>Breakfast provision available in class only.</p> <p>No breakfast provision available am.</p> <p>No planned after school clubs throughout lockdown.</p>		
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<p>Effective Management of Classrooms</p>	<p>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</p>	<p>Employees, pupils, agency staff, members of the public</p>	<p>Settings are advised to organise classrooms and other learning environments (e.g. workshops and science labs) in a manner that reduces more frequent and closer contact. Measures that settings could take include:</p> <ul style="list-style-type: none"> • Children to be seated at forward facing desks, sat side by side, with some distancing where possible • Staff in secondary schools: maintain distance from pupils, stay at the front of the class and keeping reasonable distance from colleagues where possible. • Staff in primary schools: avoid close face-to-face contact and minimize time spent within 1m of anyone. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, especially relevant to secondary. • For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. • 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. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently, meticulously and always between bubbles. • Improve ventilation, for example, by opening windows. 	<p>All tables in bubbles to be arranged in two's or rows facing the front, - distanced if possible.</p> <p>Staff reminded to keep distance and consider ways to check work e.g. use of visualiser for example</p> <p>Staff reminded to minimise time spent within 1 m</p> <p>Staff can work across year groups if necessary to facilitate timetable- as cover or intervention/ support required but to minimise this if possible. As of 4.1.21 this will be minimised wherever possible but will balance this with being able to meet the needs of vulnerable learners.</p> <p>Pupils to have their own resource packs of materials to limit shared resources – 4.1/2021 staff to check all children continue to have access to their own equipment and notify AR of any additional stock. – IPADS to be used for childcare bubbles.</p> <p>Staff reminded to keep class resources to own group bubble . Staff to be responsible for wiping these regularly. Children wash hands after sharing any resources.</p> <p>Continue with routines- windows open as procedures indicate</p> <p>Outdoor PE sessions for first half term in own allocated playground zone so does not clash with nay outdoor learning.</p> <p>Continue to have soft furnishings toys reduced</p> <p>EYFS continue with established routines for cleaning and sharing of toys/ equipment</p> <p>13th August update:</p> <p>Corridors have been divided by tape with a keep left system. This will be explained to pupils on the 3rd September as part</p>	<p></p>	<p>17/1/21</p>
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		<ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) <p>In addition, childcare settings or early years groups in school should:</p> <ul style="list-style-type: none"> consider how to keep bubbles children together throughout the day and to avoid larger groups of children mixing 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 prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation accessing rooms/bubble areas directly from outside where possible <p>Music, dance and drama in school</p> <p>Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls.</p> <p>Pupils should continue to have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to reduce the</p>	<p>of their orientation activities. There will be very minimal passage of any group/ individual due to timings and distribution of classes around school and all classes having their own exit doors.</p> <p>From December 2020 and revised Jan 2021 Children/ bubbles to have their own allocated time out zones to reduce congregation and number of children passing in front office pr LD office. Wherever possible staff supporting BD/KD/LD and/ or teaching assistants should use designated spaces to avoid cross contamination and to keep bubbles consistent. Firm reminders given to children on return of the importance and necessity to remain in consistent bubbles. Class teachers and BD/ KD should communicate closely with Parents and children as per support plan for those individuals who need regular reminders and use of mentoring/ positive rewards to encourage safe choices when alternative space/ adult required.</p> <p>Teaching Assistant/ class teacher should aim to use de-escalation strategies wherever possible to avoid cross mixing and use support only when absolutely necessary</p>	
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			<p>risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Schools 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.</p> <p>Additionally, schools 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.</p> <p>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 Department for Education guidance for these sectors.</p> <p>Performances Schools should not host any performances with an audience.</p>			
Teacher disconnected from online lesson	Children left 'unattended' in an online environment for which the school maintains responsibility	Pupils Teachers	As set out in document "Online Synchronous Provision – Protocol Update 6 January 2021"	JB/LD to send out guidance for staff on what to do in the event of online synchronous provision- shared with staff on 18/1/21		17/1/21

<p>Effective Management of Transport</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"> • Encourage parents to familiarise themselves with Coronavirus (COVID-19) Travel guidance for passengers, particularly if they require public transport. • You should not travel at all if you or members of your household are experiencing any coronavirus symptoms. • 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. • When children are cycling to school, ensure hands are washed before and after for at least 20 seconds or sanitised. • Car sharing. If you have to travel with people outside your household or support bubble try to: share the transport with the same people each time, keep to small groups, open windows for ventilation, face away from each other, consider seating arrangements to maximise distance between people in the vehicle, wear face coverings and clean your car between journeys with standard cleaning products. • Encourage parents to avoid busiest times and routes, if using public transport, encourage travelling at off-peak times, use quieter stations and stops, get off a stop early if it is less busy, walk for more of the journey, keep changes a minimum. 	<p>Reminders sent to parents on parental transport where necessary-</p> <p>Most children do attend school do not use public transport</p> <p>Follow advice for car travel- notify parents that where this is the case, keep to small groups, open windows etc...</p> <p>Encourage walking where possible</p> <p>Letter sent 4/1/21 advises that children/ parents should stay at home and follow rules- links sent.</p>		<p>17/1/21</p>
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			<ul style="list-style-type: none"> • School transport is limited to children travelling to school and their travel assistants where necessary. It is for a planned number of children and often carries the same children on a regular basis. Children are not required to wear face coverings on school transport. Wash hands thoroughly before and after travelling, ensure good hygiene -'catch it, bin it, kill it' approach and avoid touching your face. • Ensure transport arrangements cater for any changes to start and finish times – and this is communicated to all parents. • Make sure any transport providers (minibus drivers etc) do not work if they or members of their household are displaying symptoms of coronavirus. • Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers. • 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. • 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). • Areas under local lockdown – travel into, out of and within areas under local lockdown should be for essential travel only, for example: to attend school or college or to accompany a child who is attending school or college where necessary and allowed. 			
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			<ul style="list-style-type: none"> • Remind parents that if they use public transport, it is the law that they <u>must wear a face covering when travelling in England unless exempt</u>, ensure parents and children maintain social distancing where possible, minimise the amount of surfaces touched, face away from others, avoid loud talking, shouting or singing, consider taking hand sanitiser to support hygiene measures. Face coverings should also be worn in other enclosed spaces where it is difficult to maintain social distances for example, at stations, interchanges and in taxis and private hire vehicle. Face coverings should be kept in a plastic bag once removed and washed prior to re-use. It is important to wash or sanitise your hands after touching your face covering. • Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are <u>exempt</u>. • Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted. 			
Effective Communication to Parents and Carers	Parents and carers having appropriate knowledge on virus, transmission, and risk within an education setting	Employees, pupils, agency staff, member of the public	<ul style="list-style-type: none"> • Make clear to parents and carers that anyone with symptoms of coronavirus cannot come into the education or childcare setting • Make clear to parents and carers that pupils will be sent home to self-isolate if they develop symptoms of coronavirus in the education or childcare setting 	Regular updates in messages and texts and letters sent at intervals as reminders. Clear guidance sent with AR/ JH in the event of a child having to self-isolate- parents to be given a slip with isolation details on.		17/1/21

			<ul style="list-style-type: none"> • Communicate allocated drop off points and collection times, and the process for doing so, clearly to parents and carers. This includes communicating protocols for minimising adult to adult contact (for example, which entrance to use) • Make clear to parents and carers 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) • Ask parents and carers to inform the education or childcare setting immediately of the results of any COVID-19 tests, ensuring the collective understanding of the necessary protocols should the test results be positive as outlined in Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection • If parents or carers of pupils with significant risk factors are concerned, discuss their concerns with them and provide reassurance of the measures that have been put in place to reduce risk in school • Involve parents and carers, as appropriate, in discussions around health and safety decisions to help them understand the reasons for the measures being put in place • Remind parents and carers about social distancing whilst on site and make sure that procedures are well signposted around the school grounds 	<p>Details sent 18/1/21 about new system in relation to pick up and drop off.</p> <p>Parents reminded and in hand book about one-way system and expectations- 1 adult only.</p> <p>Parents reminded in letters to inform schools ASAP any outcome of any tests. Chase up system in school</p> <p>Risk Assessments in place for those children who may struggle with the measures in school and an assessment of where the child is best placed.</p> <p>Parent signatures/ documents shared in parent meeting week commencing 4th January.</p>		
Effective Management of Cohorts	Staff and children and young people being unable to	Employee s, pupils, agency staff	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same bubble each day, and different 	All tables in Y1-Y6 to be arranged in two's or rows facing the front, - distanced if possible.		17/1/21

<p>adhere to social distancing therefore increasing the transmission and spread of Covid-19</p>		<p>bubbles are not mixed during the day, or on subsequent days</p> <ul style="list-style-type: none"> ensure that the same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings as well as PPA and Leadership Time there will be some rotation of staff 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. Also consider seating pupils side by side and facing forwards, rather than face to face or side on, and consider moving unnecessary furniture out of classrooms to make more space <p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> accessing rooms directly from outside where possible considering one-way circulation staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the bubble they are already in, bubbles should be kept apart as much as 	<p>Staff reminded to keep distance and consider ways to check work e.g. use of visualiser for example</p> <p>Staff reminded to minimise time spent within 1 m</p> <p>Staff can work across year groups if necessary to facilitate timetable- as cover or intervention/ support required but to minimise this if possible. As of 4.1.21 this will be minimised wherever possible but will balance this with being able to meet the needs of vulnerable learners.</p> <p>Pupils to have their own resource packs of materials to limit shared resources – 4.1/2021 staff to check all children continue to have access to their own equipment and notify AR of any additional stock.</p> <p>Staff reminded to keep class resources to own bubble . Staff to be responsible for wiping these regularly. Children wash hands after sharing any resources.</p> <p>Continue with routines- windows open as procedures indicate</p> <p>Outdoor PE sessions for first half term in own allocated playground zone so does not clash with nay outdoor learning.</p> <p>Continue to have soft furnishings toys reduced</p> <p>EYFS continue with established routines for cleaning and sharing of toys/ equipment</p> <p>4/1/21 Reminder of one-way system/ corridor markings. There will be very minimal passage of any group/ individual due to timings and distribution of classes around school and all classes having their own exit doors.</p>	
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			<p>possible and tables should be cleaned between each group.</p> <ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 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) <p>For shared rooms:</p> <ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If bubbles take staggered breaks between lessons, these areas can be shared as long as different bubbles do not mix (and especially do not play sports or games together) and adequate cleaning between bubbles is in place stagger the use of staff rooms and offices to limit occupancy <p>Further guidance from the Department of Education is available via the link below: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>From 2021 – Implement behaviour Annex Children/ bubbles to have their own allocated time out zones to reduce congregation and number of children passing in front office pr LD office. Wherever possible staff supporting BD/KD/LD and/ or teaching assistants should use designated spaces to avoid cross contamination and to keep bubbles consistent. Firm reminders given to children on return of the importance and necessity to remain in consistent bubbles. Class teachers and BD/ KD should communicate closely with Parents and children as per support plan for those individuals who need regular reminders and use of mentoring/ positive rewards to encourage safe choices when alternative space/ adult required.</p> <p>Teaching Assistant/ class teacher should aim to use de-escalation strategies wherever possible to avoid cross mixing and use support only when absolutely necessary.</p>		
<p>Effective Cleaning and Hygiene in Classrooms</p>	<p>Staff and children and young people being unable to adhere to social distancing</p>	<p>Employees, pupils, agency staff</p>	<p>Settings should ensure the following protective measures are in place with regards to cleaning and hygiene:</p> <p>Points to consider and implement: Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p>	<p>As mentioned in earlier section.</p> <p>Install additional sanitiser stations at key entry/ exit points</p> <p>Continue with midday wipe down routine</p>		<p>17/1/21</p>

	and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19		<ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas that are used by different groups. • frequently touched surfaces being cleaned more often than normal. <p>Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it.</p> <p>PHE has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p>	<p>Regular Handwash routines established and children to be educated why continuously as part of PSHE work.</p> <p>Continue with cleaning rotas, SLT cleaning rota ensuring surface wiping regularly throughout the day.</p> <p>Continue with toilet routine- ensuring 1 in and 1 out and using allocated toilets.</p> <p>All staff had cleaning refresher training in September on return to new school year.</p>		
Effective Use of Outside Space	Groups encountering one another increasing the risk of transmission and spread of Covid-19	Employees, pupils, agency staff	<p>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.</p> <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Physical activity in schools</p> <ul style="list-style-type: none"> • Schools have the flexibility to decide how physical education, sport and physical activity will be provided to pupils attending school while following the measures in their system of controls. • Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. • Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, 	<p>Staggered lunch and break</p> <p>Physical Education etc can be taken outside or in the hall due to low numbers but windows must be open.</p> <p>Continue to keep bubbles of consistent groups.</p>		

			<p>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) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</p> <ul style="list-style-type: none"> • The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must 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. Competition between different schools should not take place. • Schools should refer to advice from organisations such as the Association for Physical Education, Sport England and Youth Sport Trust. • Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. 			
Effective Use of Resources	Staff and children and young people being unable to adhere to social distancing	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"> • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, 	<p>Follow protocol opposite</p> <p>Children to have their own pack of resources, reduce sharing of items,</p>		17/1/21

	and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19		<p>cleaning of the resources and rotation should apply to these resources.</p> <ul style="list-style-type: none"> • For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared - Seek to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. • 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. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. • It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 			
Effective Management of Educational Visits	Staff and children and young people being unable to adhere to social	Employees, pupils, agency staff, members	<p>We advise against educational visits at this time. This advice will be kept under review.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following</p>	Presently no visits are organised but LD will update this section and coordinate plans with Dave Armstrong, Educational Visits Adviser in the event of any planned visits		17/1/21

	distancing and/or resources/surfaces not being kept clean therefore increasing the transmission and spread of Covid-19	of the public	the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or guidance please contact David Armstrong our educational and outdoor visits advisor.			
Effective recruitment and deployment of staff	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, members of the public	<p>Settings can liaise with HR regarding staffing and are asked to consider the following:</p> <p><u>WEF 4 January 2021</u></p> <p><u>For those at high risk (clinically extremely vulnerable) as defined in this link Who's at higher risk from coronavirus (COVID-19) - NHS (www.nhs.uk) you should have received a letter from the NHS advising you to shield.</u></p> <p><u>For those at moderate risk (clinically vulnerable) as defined in the above link – it is important to follow social distancing advice to reduce your chances of catching or spreading the virus.</u></p> <p><u>Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may also have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including carrying out their work from home where possible, during the period of national restrictions.</u></p> <p><u>High Risk - Clinically Extremely Vulnerable staff:</u></p> <ul style="list-style-type: none"> <u>Staff who are in receipt of a new shielding letter from the NHS (evidenced to the school) are advised to work from home (if the role allows). If the role is not deemed practical to</u> 	<p>Staff consulted with risk assessment through sharing this document and will be given opportunity to discuss worries. Concerns.</p> <p>2/1/21</p> <p>Individual risk assessment for employees falling into clinically Vulnerable group over 60's and CEV- review with staff Jan 2021 on return or those needing specific risk assessment following periods of absence and recovering health.</p> <p>Staff advised in email sent 02/01/21 to update LD on any health concerns.</p> <p>No pregnant staff currently but staff advised to notify Principal early if any situation changes so appropriate risk assessments can be carried out</p> <p>Those staff who may be working in closer contact with children advised they should minimise time working closely with individual and keep a safe distance wherever possible. PPE MUST be worn if needing to deliver close care e.g. first aid etc...</p> <p>Approved outstanding leave has been agreed and consulted with HR/ Safeguard team.</p> <p>No current plans for ITT students presently</p>		17/1/21

			<p><u>undertake from home, through individual 121 risk assessment discussion, adjustments (with the employee's agreement) can be made to allocate appropriate duties / tasks so they can support the school whilst at home.</u></p> <ul style="list-style-type: none"> • <u>SBM to notify Hub HR Adviser of any CEV staff and their working status and provide an update on any changes in circumstance on a weekly basis.</u> • <u>Schools to monitor minimum operating levels and adjust as required in discussion with RD's, and make arrangements for additional staffing cover in school where required to maintain safe operating levels.</u> • <u>Additional resourcing requirements can be supported by Central HR/Workforce Planning team</u> • <u>Staff in this high risk category should take note of this guidance: Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</u> <p><u>Moderate Risk – includes Over 60s & Clinically Vulnerable & Pregnant staff:</u></p> <ul style="list-style-type: none"> • <u>Staff defined as being at moderate risk can still attend work, unless it is agreed for them to work from home following an individual 121 risk assessment conversation.</u> • <u>Principal to oversee that any staff at moderate risk to be offered a new individual employee risk assessment conversation to discuss measures the school are putting in place to mitigate risk; using this as an opportunity to remind the employee to protect themselves e.g. hand washing, social distancing. Discuss any concerns with your Hub HR Adviser.</u> • <u>Conduct pregnant employee risk assessment in addition to revisiting COVID employee risk assessment – liaise with HR Adviser for</u> 			
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			<p><u>guidance (where required). Further guidance for supporting pregnant employees can be located here: Pregnancy and coronavirus (COVID-19) - NHS (www.nhs.uk)</u></p> <ul style="list-style-type: none"> • <u>For staff in this moderate risk category, take note of further guidance located here https://www.gov.uk/guidance/national-lockdown-stay-at-home#clinically-vulnerable-people</u> • Staff deployments should ensure that support for SEND pupils is in place whilst also ensuring that safe / specific ratios are met and specific training undertaken to ensure effective care for pupils with complex needs • When deploying ITT students, take into account the skills and capacity of the trainee https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support • Ensure that only those with appropriate checks are allowed to engage in regulated activity • Ensure that any leave arrangements that may impact on a staff member's ability to work in the Autumn term have been discussed with HR Advisor, as well as taken into account when considering staffing ratios and minimum operating levels • For volunteers, ensure that the setting continues to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education. Mixing of volunteers across groups should be kept to a minimum, and they should 	<p>Risk Assessment in place for CA to complete Art Therapy sessions- these will be planned socially distanced and one at a time.</p>		
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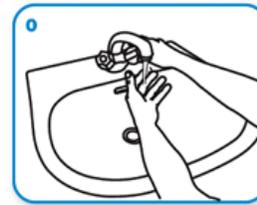
			<p>remain 2 metres from pupils and staff where possible.</p> <p>Recruitment</p> <ul style="list-style-type: none"> Any recruitment over the lockdown period should be completed remotely - Liaise with HR to ensure that all pre-appointment checks are completed (https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers) Through liaison with HR, put in place arrangements for all pre-appointment checks to be carried out remotely and verified in person on start date. 			
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Appendix 1: Clean hands protect against infection (WHO protocol)

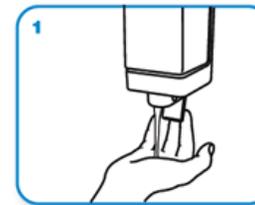
Protect yourself - Clean your hands regularly.

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.

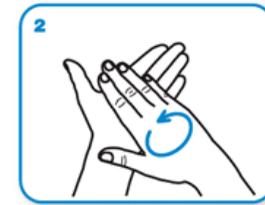
How do I wash my hands properly? Washing your hands properly takes about as long as singing "Happy Birthday" twice, using the images below:



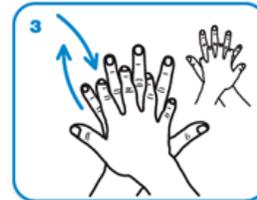
Wet hands with water



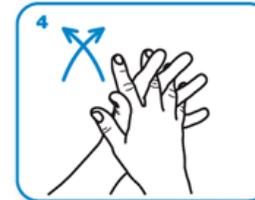
apply enough soap to cover all hand surfaces.



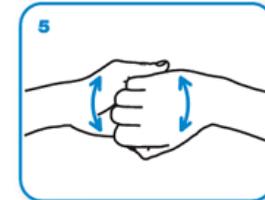
Rub hands palm to palm



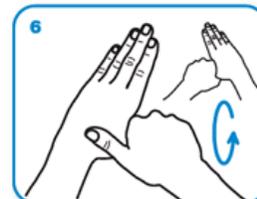
right palm over left dorsum with interlaced fingers and vice versa



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



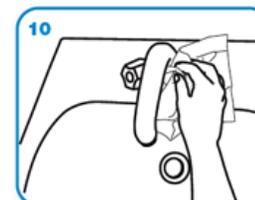
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



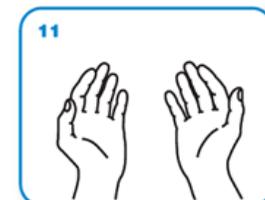
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.