

# COVID-19 School Site Risk Assessment Full Opening 8<sup>th</sup> March



## Astrea Academy Trust

INSPIRING BEYOND MEASURE

<b>Name of School:</b>	Denaby Main
<b>Completed by:</b>	L. Dickinson
<b>Executive Approval:</b>	
<b>Date:</b>	1/3/21

## **Full School Re Opening – 8<sup>th</sup> March**

It is the Government's plan that all pupils, in all year groups will return to school full-time from the 8<sup>th</sup> March 2021. The Government's current guidance is set out in 5 key areas. These are:

- Actions for school leaders to minimise the risk of transmission in their school
- School Operations
- Curriculum, behaviour, and pastoral support
- Assessment and accountability
- Contingency planning to provide continuity of education in the case of a local outbreak

Most schools will have either continued to support Key workers and vulnerable children during the lock down, and others will have seen very little change in the provision they offer during lockdown.

There won't be a 'one size fits all', you will be best placed to understand the needs of the school and communities. The systems of controls set out by the government are to provide a set of principles to help manage and effectively minimise the risks. For further information [see guidance for full opening of schools](#).

Public Health have advised that all schools should review their health and safety risk assessments and draw up plans for full opening that address the risks identified using the system of controls set out below. These are an adapted from the system of protective measures that was used for the summer term. Essential measures include:

- A requirement that people who are ill stay at home
- Robust hand and respiratory hygiene
- Enhanced cleaning arrangements
- Active engagement with NHS Track and Trace
- Formal consideration of how to reduce contact and maximise distancing between those in school wherever possible and minimise 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

As part of the planning for full return, it is a legal requirement that schools should revisit and update the risk assessments (building on the learning to date and the practices already developed), to consider the additional risks and control measures to enable a return to full capacity. Ensuring that what is implemented should be sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.

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

#### **In specific circumstances:**

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

#### **Response to any infection:**

##### **You must always:**

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

***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. Prior to full opening validation calls will be carried out by Director of Primary/Secondary.***

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="https://www.gov.uk/government">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 as information is shared e.g Gov advice/ public health.</p> <p>Prior Inset day in Jan was delivered 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 to be offered a well being check in before start on 8<sup>th</sup> March as part of their IRA.</li> <li>3. Staff signposted/ reminded to the Employee Well Being portal- Employee Assistant Programme</li> </ol>		28/2/21

				<p>5. Independent advice details shared via HR if necessary</p> <p>6. Mental Health First Aid and Return to work champion available- A. Robinson/ B Deakin</p> <p>7. Staff encouraged to report any concerns to Principals attention and appropriate alternative solution such as removal from duties if colleague feels unsafe.</p> <p><u>1</u></p> <p>Remind staff to report any symptoms etc and notify of absence or absence returning to ascertain safe levels of staffing in preparation for return on 8<sup>th</sup> and to ensure no staff member attends school with symptoms and negative test</p>		
<p><b>Transmission of Covid-19 via transport to setting</b></p>	<p>Increased transmission of virus on arrival at school setting</p>	<p>Employee, pupils, agency staff, member of the public</p>	<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>Dedicated school services can take different forms and may include:</p> <ul style="list-style-type: none"> <li>• coaches regularly picking up the same pupils each day</li> <li>• minibuses</li> <li>• services which are used by different pupils on different days</li> <li>• services for pupils with SEND</li> </ul> <p>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment. It is important, wherever it is possible, that:</p> <ul style="list-style-type: none"> <li>• social distancing is maximised within vehicles</li> </ul>	<p>n/a</p>	<p>n/a</p>	

			<ul style="list-style-type: none"> <li>• pupils either sit with their ‘bubble’ on school transport, or with the same constant group of children each day</li> <li>• pupils clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents</li> </ul> <p>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID19).</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 <a href="#">safer travel guidance</a>.</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> <p>Further guidance on face coverings and <a href="#">transport to school and other places of education</a> is available.</p>			
<b>Effectively implementing infection protection and control</b>	Staff and Children/ Young People being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19	Employee, pupils, agency staff, member of the public	To help ensure that the risk of virus spread for both staff and children is as low as possible, education and childcare settings should: <ol style="list-style-type: none"> <li>1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</li> <li>2. Ensure that face coverings are used in recommended circumstances.</li> <li>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> </ol>	<b>Access to face coverings</b> <p>Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on <a href="#">how to make a simple face covering</a>.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> <li>• are struggling to access a face covering</li> </ul>		21/2/21

			<p>6. Consider how to minimise contact between individuals and maintain social distancing wherever possible</p> <p>7. Keep occupied spaces well ventilated</p> <p><b>In specific circumstances:</b></p> <p>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</p> <p>9. Promote and engage in asymptomatic testing, where available.</p> <p><b>Response to any infection:</b></p> <p><b>You must always:</b></p> <p>10. Promote and engage with the NHS Test and Trace process.</p> <p>11. Manage and report confirmed cases of coronavirus (COVID – 19) amongst the school community.</p> <p>12. Contain any outbreak by following local health protection team advice</p> <p>.</p> <p><b>Face Coverings</b></p> <p><b>Secondary</b></p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p><b>Primary</b></p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p>	<ul style="list-style-type: none"> <li>• are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>• have forgotten their face covering</li> </ul> <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p><b>Safe wearing and removal of face coverings</b></p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> <li>• cleaning of hands before and after touching – including to remove or put them on</li> <li>• safe storage of them in individual, sealable plastic bags between use</li> </ul> <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <ul style="list-style-type: none"> <li>• not touch the front of their face covering during use or when removing it</li> <li>• dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)</li> <li>• place reusable face coverings in a plastic bag they can take home with them</li> </ul>	
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			<p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p><b>Exemptions</b> Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>• cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p>	<ul style="list-style-type: none"> <li>• wash their hands again before heading to their classroom</li> </ul> <p><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children’s social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul> <div data-bbox="1413 429 1603 619" style="border: 1px solid black; height: 119px; width: 85px;"></div> <div data-bbox="1413 624 1603 813" style="border: 1px solid black; height: 119px; width: 85px;"></div>		
<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</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>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> </ul>	<p>School has an embedded policy of handwashing and routines now established.</p> <p>Children to be reintroduced to routine and visual timetables displayed in classrooms and around sinks for times to wash and how to wash.</p>		<p>1/3/21</p>

	hand washing		<ul style="list-style-type: none"> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p> <p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>	<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 re-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 in September and routines communicated in staff handbook.</p> <p>Anti slip mats paced 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 16<sup>th</sup> September to help support safe hand wash routines at home and prevent any known spread.</p> <p>KD continue to check and distribute any additional hygiene packs to anybody vulnerable via Hygiene bank in the community hub</p>		
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<p><b>Intimate care and minimising the risk of Covid-19</b></p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>Most staff in education, childcare and children’s social care 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 metres from others.</p> <p>If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>During the coronavirus (COVID-19) outbreak, additional PPE is only required in a very limited number of scenarios:</p> <ul style="list-style-type: none"> <li>• if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained</li> <li>• when performing <a href="#">aerosol generating procedures (AGPs)</a></li> </ul> <p>Depending on local arrangements, education and childcare settings may be able to access PPE for their coronavirus (COVID-19) needs via their local authority or local resilience forum. In this context, education and childcare settings means all registered childcare providers, schools (including independent schools, special schools, 16 to 19 academies and alternative provision) and FE providers.</p> <p>For information on the arrangements in your local area, read <a href="#">personal protective equipment (PPE): local contacts for providers</a>.</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>Staff training indicates the measure people working with very young children should take- reminding to minimise close contacts regular cleaning etc,, (training took place earlier in the academic year)</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 updated care/ support plans where needed.</p> <p>Make sure parents are aware that face masks for children are not permitted and</p>		<p>1/3/21</p>
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				<p>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 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 individuals child's risk assessment. Reminded of stringent hand wash routines.</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>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 <u>Mass asymptomatic testing: schools and colleges guidance</u> 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"> <li>• <u>book a PCR test</u> 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-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</li> </ul>	<p>Testing system is in place- with testing for staff twice weekly (testing risk assessment in place)</p> <p>Parent Handbook re shared in preparation for 8<sup>th</sup> March return- indicates that all Parents must notify school of any symptoms, tests etc...</p> <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>1/3/214</p>

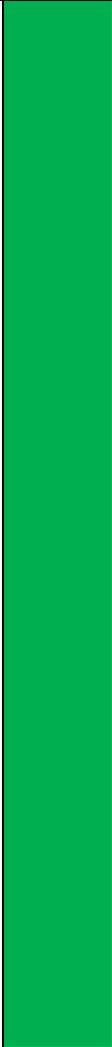
		<ul style="list-style-type: none"> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <u>Self isolate</u> if they have been in close contact with someone who tests positive 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 <u>recently travelled from certain other countries</u>. 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.</li> </ul> <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 <u>testing and tracing for coronavirus</u> 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 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 <u>Coronavirus (COVID-19): test kits for schools and FE providers</u>.</p>	<p>We will follow all measures stated in this section in a suspected case.</p> <p>Staff Handbook to be updated/ shared which indicates the protocol:</p> <ul style="list-style-type: none"> <li>- We will follow Astrea flow charts in the event of a symptom concern but the routines in school are:</li> <li>- Child must be taken immediately into a ventilated but isolated room.</li> <li>- PPE must be worn by member of staff (gloves, mask, apron)</li> <li>- Reception to contact Parent and make aware of concern and arrange immediate collection</li> <li>- Communication protocol card to be passed to parent on how to book a test. Card gives detail of what steps they must take.</li> <li>- Regular follow up- check ins with family to support testing process and to keep school updated.</li> <li>- Arrange for full deep clean of space (using strongest detergent permitted) Space MUST not be accessed until this has been carried out</li> <li>- Ensure confidentiality of suspected case is protected and NOT shared with wider community</li> </ul> <p>School have received a number of tests with clear reordering system in place. Re order placed when stocks low.</p>	
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		<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"> <li>• 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.</li> <li>• If someone with symptoms tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> 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.</li> </ul> <p><b>NHS COVID-19 app</b> 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 <a href="#">about the app and how it works</a>, and to set out guidance for its use within schools in England.</p> <p><b>Rapid testing in schools and colleges</b> Secondary schools participating in the rapid asymptomatic testing programme should follow the <a href="#">Mass asymptomatic testing: schools and colleges guidance</a>.</p>		
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<p><b>Managing the risk of a confirmed case of coronavirus</b></p>		<p>Employee, pupils, agency staff, member of the public</p>	<p>You must take swift action when you 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>If you would like support on the action you should take to respond to a positive case, you 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. You will be put through to a team of advisers who will inform you 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 you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>• face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>• been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>• sexual contacts</li> <li>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>• travelled in the same vehicle or a plane</li> </ul> </li> </ul> <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 you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different</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 – updated guidance given to parents around siblings and self isolation periods on 8<sup>th</sup> September (slip given to parent for any child displaying symptoms who has to be sent home)</p> <p>.</p> <p>Lists of groups of children and key adults working within this group 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>1/3/21</p>
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		<p>groups. This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their school immediately, and self-isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</li> </ul> <p>You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive)</p>		
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		<p>as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <p><b>Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form</b></p> <p>From 11 January, we asked you to resume completing a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.</p> <p>See guidance on how to submit the <a href="#">educational settings status form</a> for more information.</p>			
<p><b>Managing the risk of containing any outbreak of coronavirus</b></p>		<p>If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.</p> <p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</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. This could be the class or year group.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p>	<p>Follow advice listed here.</p>		<p>1/3/21</p>

<p><b>Ongoing provision of food</b></p>	<p>Children, staff not receiving meals whilst in school</p>	<p>Employee, pupils, agency staff</p>	<p>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the <a href="#">standards for school food in England</a>. This includes for those eligible for:</p> <ul style="list-style-type: none"> <li>• benefits-related free school meals</li> <li>• universal infant free school meals</li> </ul> <p>School kitchens should follow the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p> <p>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>More information on <a href="#">providing school meals during the coronavirus (COVID-19) outbreak</a> is available.</p>	<p>SBM to check with catering all arrangements in place.</p> <p>Minimal contact with Kitchen staff from pupils- pupils will have lunch delivered to the classroom so they just stay in their class bubble- dinners ordered in advance where possible and communicate arrangements with parents for lunch.</p> <p>Lunch time arrangement changes to include now serving hot lunch from with a strict rota for food collection.</p> <p>All classes to continue to eat in class and must only handle own cutlery and plate- all will be placed in required disposal system and must not be handled by staff.</p> <p>New lunch rota arrangements reconfirmed to staff via email and confirmed with catering.</p> <p>Serving distance checked with catering to ensure can serve safely at a distance</p> <p>As of 8/3/2021 no planned changes to catering arrangements – LD/AR to keep kitchen staff informed of any bubble closures or self isolating pupils who will require food hamper.</p>		<p>1/3/21</p>
<p><b>Ongoing management of the estate</b></p>		<p>Employee, pupils, agency staff</p>	<p>Fire safety management plans should be reviewed and checked in line with operational changes.</p>	<p>LD to check with site manager and cross reference risk assessment and Astrea Check list</p>		<p>1/3/21</p>

		<p>Schools should check:</p> <ul style="list-style-type: none"> <li>• all fire doors are operational at all times</li> <li>• your fire alarm system and emergency lights have been tested and are fully operational Carry out emergency drills as normal (following social distancing as appropriate).</li> </ul> <p>You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on <a href="#">fire safety in new and existing school buildings</a>.</p> <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 <a href="#">legionella risks during the coronavirus outbreak</a>.</p> <p><b>Ventilation</b></p> <p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation</li> </ul>	<p>Letter sent to parents about ventilation- windows to be open. Parents and staff reminded of this.</p> <p>For return in March:</p> <p>Text reminders to be sent to wear additional layers- ensure classroom temperatures remain comfortable. Reminder sent to parents on cold days to wear extra layer Ensure temperature is at of a comfortable level Use high windows to avoid children in drafts Those who have medical conditions where colder climates could trigger- ie asthma to review/ consult with KD (medical for a review) On very cold days windows to be opened less and have a surge of ventilation at playtimes/ lunch with windows wider Internal door open for through ventilation wherever possible,</p>	
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			<p>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</p> <ul style="list-style-type: none"> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing.</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>			
<p><b>Managing the ongoing cleaning of the school building</b></p>	<p>Reducing the risk of contact infection</p>	<p>Employee, pupils, agency staff, member of the public</p>	<p>In line with this risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> </ul>	<p>Cleaning routines established- cleaners to ensure high use places are cleaned thoroughly.</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><a href="#">guidance for cleaning non-healthcare settings</a>- reference in staff briefing updates where necessary.</p>		<p>1/3/21</p>

			PHE has published guidance on the <a href="#">cleaning of non-healthcare settings</a> . This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.	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		
<b>Provision of Uniform</b>		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>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</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><a href="https://www.gov.uk/help-school-clothing-costs">https://www.gov.uk/help-school-clothing-costs</a></p> <p>Additional clothing such as winter warmer packs to be available for those who need.</p>		1/3/21
<b>Effective Contingency Planning for Outbreaks in the community</b>		Employees, pupils, agency staff	For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.	Parents warned that there could be school closure at short notice if there is a local outbreak.		1/3/21

		<p>You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a <a href="#">contingency framework</a>, which has been updated and outlines how schools should operate in the event of any restrictions.</p> <p>Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.</p> <p>Find guidance on how schools can order devices and access support to get set up with a digital platform at <a href="#">get help with technology</a>.</p>	<p>Remote education plans are available to adopt quickly with established routines, (See Remote Learning Policy)</p> <p>Technology loan scheme available for some of most disadvantaged children with uploaded materials already included on device for those without access to WIFI.</p> <p>Resource packs/ equipment to be made available</p> <p>School to continue using online platform Seesaw as means of communication in the event of school closure.</p> <p>Staff to be informed about Oak Hill resources and that these should be included wherever possible as a method to follow/ support and use to enhance curriculum.</p> <p>Printed resources and workbooks/ paper available for all children with frequent opportunities for collection or post if necessary for those without access to technology.</p> <p>(All routines were established during lockdown will be followed)</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 each bubble</li> <li>• establish staff available to deploy</li> <li>• decide which lessons or activities will be delivered</li> <li>• clear timetable provided for each bubble</li> <li>• consider which lessons or classroom activities could take place outdoors</li> <li>• consider how P.E. and music lessons will be taught</li> <li>• consider the use of peripatetic and supply staff</li> </ul>	<p>Key adults deployed to a bubble initially but can and will need to work across bubbles where needed to cover or support.</p> <p>Timetable clearly established with transitional activities/ thrive session/ Tribe time and orientation activities to induct all children to the procedures. Continuous mental health prog in place (as organised by KB/BD- see plan)</p> <p>Recovery timetable to be in place with balance of school curriculum/ gap analysis and mental health and well being.</p> <p>Staff continue to be encouraged to use outdoor learning opportunities where there are links and an additional outdoor activity can be planned daily in afternoon to encourage sport/ recreation and social interaction.</p> <p>PE can proceed in the hall but with windows open and only one bubble per session.</p>		1/3/21

		<ul style="list-style-type: none"> <li>consider the induction &amp; placement of ITT students</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 break times (including lunch), so that all children are not moving around the school at the same time</li> <li>consider what blended learning can be offered for a seamless education</li> <li>consider what 'catch-up' and the 'recovery curriculum' will look like</li> </ul> <p><b>Wraparound Care and before and after school clubs</b></p> <p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.</p>	<p>PE arrangements- children in Y2-Y6 who can get changed independently will do so. PE kit should be brought on Monday and taken home on Friday for washing.</p> <p>Y1 should to get changed independently as of March 2021. Reminder of PE kit sent in preparation for Active Fusion PE sessions- check these sessions.</p> <p>Active Fusion staff to limit contact with two bubbles if at all necessary- LD/AR to receive copies of risk assessments and validate these arrangements before taking up placement. 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>PPA teachers to work in two separate larger bubbles wherever possible. HLTA 1- KS2 HLTA 2- KS1</p> <p>EYFS to use existing staff to cover PPA/ Leadership.</p> <p><b>Breaks/ Playtimes to be staggered</b></p> <p>A stream 10:30 Year 2 and Year 4/5</p> <p>B stream 10:45 Year 3 and Year 5/6</p> <p>Y1/ EYFS continuous provision in own spaces</p> <p><b>Lunch Staggered</b></p> <p>Stream A Year 2 and Year 4/5 Lunch 12:00- 12:40 (Reception and Year 1 eat at this time too)</p> <p>Stream B Year 3 and Year 5/6 12:20-1:00</p> <p><b>Afternoon Break Staggered</b> <b>A 2:00</b></p>	
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			<p>If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:</p> <ul style="list-style-type: none"> <li>• considered the relevant government guidance for their sector</li> <li>• put in place protective measures</li> </ul>			
<p><b>Effective Management of Classrooms</b></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>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children. This is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</p> <p>Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</p> <p>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than 180 degrees or side on.</p>	<p>All tables in Y2-Y6 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. 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 –staff to check prior to 8<sup>th</sup> March 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 class 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 in own allocated playground zone so does not clash with any outdoor learning.</p>		<p>1/3/21</p>

		<p>It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p><b>Music, dance and drama in school</b>  You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the <a href="#">music education hubs</a>, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</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 DfE guidance for these sectors.</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</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>Corridors have been divided by tape with a keep left system. This will be re explained to pupils on the 8<sup>th</sup> March as part 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>March 21  Children/ bubbles to continue having 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>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 <u>handling equipment</u>.</p> <p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the <u>DCMS guidance on the performing arts</u>. 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><b>Performances</b> You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p>		
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<b>Teacher disconnected from online lesson</b>	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"	All Astrea protocols followed including additional staff member always online.  Ensure where remote education is been delivered by a shielding teacher and where the class remains in school that there is adequate professional staff (HLTA) available for cover and contingency always in place for disconnection problems- Y6 class teacher		1/3/21
<b>Effective Management of Transport</b>	Increased transmission of virus on arrival and departure from school setting	Employee s, pupils, agency staff, members of the public	Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the <a href="#">safer travel guidance for passengers</a> .  The <a href="#">transport to schools and other places of education</a> guidance requires those involved in the provision of dedicated transport to schools to identify the risks. You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.  People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering	Travel advice link to be shared with parents in parent handbook and reminded that they should avoid car sharing wherever possible,  The following Links have been shared with parents in the parent hand book about transport guidelines and safe travel  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#public-transport">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#public-transport</a>  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#private-cars-and-other-vehicles">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#private-cars-and-other-vehicles</a>  Children arriving on bikes/ scooters must dismount on entrance and wash hands- this is indicated in the Parent Handbook		1/3/21

			when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.		
<b>Effective Communication to Parents and Carers</b>	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"> <li>• Make clear to parents and carers that anyone with symptoms of coronavirus cannot come into the education or childcare setting</li> <li>• 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</li> <li>• 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)</li> <li>• 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)</li> <li>• 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 <a href="#">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> <li>• 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</li> </ul>	<p>Signage, parent hand book</p> <p>Parent handbook includes details of self isolation if develop symptoms and what action they must take</p> <p>Pick up drop off points included in parent handbook. Ongoing but reminder- same as last time</p> <p>Only one parent allowed onto premises to minimise risk as adults congregating (this is indicated in Parent Handbook) Reminder texts to be sent where necessary/ reminders needed including face mask reminder for parents to wear whilst on school premises.</p> <p>Parents have children's routines explained in handbook so they can help and prepare children in school.</p> <p>SLT to support with social distancing reminding parents that they must socially distance and that any appointments etc must be made in advance. Only 1 person allowed in reception areas. Marker system outside school office for any parents wanting to discuss with office.</p> <p>Parents know the implications for honesty in terms of reporting illness both ways and not to use symptoms as a way of manipulating attendance and likewise know that they must communicate any symptoms and strictly follow procedure for testing- explained to parents very simply that they are under obligation to carry this out- School to support this process having pre printed out cards on how to book for a test to make procedures as straight forward as necessary.</p>	1/3/21

			<ul style="list-style-type: none"> <li>• 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</li> <li>• Remind parents and carers about social distancing whilst on site and make sure that procedures are well signposted around the school grounds</li> </ul>			
<b>Effective Management of Cohorts</b>	<p>Staff and children and young people being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19</p>	<p>Employees, pupils, agency staff</p>	<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> <li>• transmission risks</li> <li>• the numbers of pupils and staff who need to self-isolate</li> </ul> <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Using small groups can:</p> <ul style="list-style-type: none"> <li>• restrict the normal operation of education</li> <li>• present educational and logistical challenges</li> </ul> <p>You will need to consider:</p> <ul style="list-style-type: none"> <li>• the cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> <li>• playgrounds</li> <li>• boarding houses</li> <li>• dining halls</li> <li>• toilets</li> </ul> </li> <li>• the provision of specialist teaching and therapies</li> </ul>	<p>All allocated spaces/ cloakrooms toilets etc very limited shared facilities at all.</p> <p>All have own external door onto playground.</p> <p>Staggered breaks in place (continue as before)</p> <p>Corridor system = keep left as one way would not be manageable however one way system to continue outside.</p> <p>Those needing additional support have had enhanced transition session and individual plans, SENDco has also spoken to parents where necessary to aid preparations. Use of social stories, photos etc and visual reminders to be used to support routines.</p> <p>Those with highest need have alternative plans/ risk assessments and re explained procedures in a simple way they can understand.</p> <p>Rigorous cleaning routine to continue and very limited use of shared spaces.</p> <p>Class Bubbles Own Access doors Keep left system Staggered breaks Staggered start times</p> <p>Most have own classroom accessed toilets and oldest children are assigned a couple of year group cubicles. Adult monitors toilets</p>		<p>1/3/21</p>

			<p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> <li>• specialist teaching</li> <li>• wraparound care</li> <li>• transport</li> <li>• boarding pupils who may be in one group residentially and another during the school day</li> </ul> <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p>	<p>Any shared rooms very limited- library will not be in used</p> <p>Office spaces have already been reorganised wherever possible.</p> <p>Staggered use of staffrooms at busy times.</p>		
<p><b>Effective Cleaning and Hygiene in Classrooms</b></p>	<p>Staff and children and young people being unable to adhere</p>	<p>Employee s, 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:</p>	<p>As mentioned in earlier section.</p> <p>Sanitiser stations at key entry/ exit pointes</p> <p>Continue with midday wipe down routine</p>		<p>1/3/21</p>

	to social distancing and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19		<p>Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms and shared areas that are used by different groups.</li> <li>• frequently touched surfaces being cleaned more often than normal.</li> </ul> <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 <a href="#">guidance for cleaning non-healthcare settings</a>, to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p>	Regular Handwash routines established and children to be educated why continuously as part of PSHE work.		
<b>Effective Use of Outside Space &amp; Physical Activity in Schools</b>	Groups encountering one another increasing the risk of transmission and spread of Covid-19	Employees, pupils, agency staff	<p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be</p>	<p>Children to stay in their classroom bubbles/ spaces at all times.</p> <p>Staggered breaks as mentioned above</p> <p>PE to be carried out in consistent groups with their adult and any outdoor equipment not shared or cleaned/ quarantined for 48 hours as necessary</p> <p>External Visitors e.g. Active Fusion will work with same consistent groups and reminded to socially distance and importance of hand washing- ensure details of their risk assessments are shared with school to ensure they are taking necessary safety precautions in all settings.</p> <p>Staff advised that wherever possible PE/ sport can continue however the hall can be used ensuring windows are open and all available space is used- ie spread out using all of hall space- remain in consistent groups.</p>		1/3/21

			<p>used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p><a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events.</a></p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports <a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events.</a> Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• guidance on <a href="#">grassroot sports for public and sport providers</a> , <a href="#">safe provision</a> and <a href="#">facilities</a>, and guidance from Sport England</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the Youth Sport Trust</li> <li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance</a> documents</li> <li>• <a href="#">using changing rooms safely</a></li> </ul> <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>			
<b>Effective Use of Resources</b>	Staff and children and young people being unable to adhere	Employees, pupils, agency staff	For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.	<p>Reading books and book bags can be used and taken home but books should be quarantined on return in a Quarantine box.</p> <p>Children have their own equipment/ pencil cases.</p>		1/3/21

	<p>to social distancing and/or resources not being kept clean, therefore increasing the transmission and spread of Covid-19</p>	<p>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.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>• restricted to one user</li> <li>• left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out of school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> <li>• lunch boxes</li> <li>• hats and coats</li> <li>• books</li> <li>• stationery</li> <li>• mobile phones</li> </ul> <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should</p>	<p>No sharing resources with other classes but can be shared within class bubble but cleaned regularly.</p> <p>Each bubble has own outdoor equipment.</p> <p>Parents/ Children told that they should limit their personal belongings daily</p> <p>Y1- Y6 should bring PE bags on Monday and take home on Friday to be washed.</p>	

			be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.		
<b>Effective Management of Educational Visits</b>	Staff and children and young people being unable to adhere to social distancing and/or resources/surfaces not being kept clean therefore increasing the transmission and spread of Covid-19	Employees, pupils, agency staff, members of the public	<p><u>No</u> educational visits at this time. This advice will be kept under review.</p> <p>The Association of British Insurers (ABI) has produced information on <a href="#">travel insurance implications</a> following 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.</p>	No trips biked at present- continue to review	1/3/21
<b>Effective recruitment and deployment of staff</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, members of the public	<p>Settings can liaise with HR regarding staffing and are asked to consider the following:</p> <p><u>8 March 2021</u></p> <p>For those at high risk (clinically extremely vulnerable) as defined in this link <a href="#">Who's at higher risk from coronavirus (COVID-19) - NHS (www.nhs.uk)</a> you should have received a letter from the NHS advising you to shield.</p> <p>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.</p> <p>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</p>	<p>Staff consulted with risk assessment through sharing this document and will be given opportunity to discuss worries. Concerns.</p> <p>Individual risk assessment for employees falling into clinically Vulnerable group- review with staff before return. 2021 on return or those needing specific risk assessment following periods of absence and recovering health.</p> <p>Staff advised in email to update LD on any health concerns.</p> <p>Pregnancy risk assessment in place for identified colleague.</p> <p>CEV members of staff (1 has sent waiver ) 2 currently shielding.</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.</p>	1/3/21

		<p>past. Your 121 risk assessment will include details about how you will be supported, including carrying out work from home where possible, during the period of national restrictions.</p> <p>High Risk - Clinically Extremely Vulnerable staff:</p> <ul style="list-style-type: none"> <li>• 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 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Additional resourcing requirements can be supported by Central HR/Workforce Planning team</li> <li>• Staff in this high risk category should take note of this guidance: <a href="https://www.gov.uk/guidance/guidance-on-shielding-and-protecting-people-who-are-clinically-extremely-vulnerable-from-covid-19">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</a></li> </ul> <p>Moderate Risk – includes Over 60s, BAME staff, Clinically Vulnerable &amp; Pregnant staff:</p>	<p>PPE <b>MUST</b> be worn if needing to deliver close care e.g. first aid etc...</p> <p>No current plans for ITT students presently</p>		
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			<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Conduct pregnant employee risk assessment in addition to revisiting COVID employee risk assessment – liaise with HR Adviser for guidance (where required). Further guidance for supporting pregnant employees can be located here: <a href="https://www.nhs.uk/conditions/coronavirus/covid-19/pregnancy">Pregnancy and coronavirus (COVID-19) - NHS (www.nhs.uk)</a></li> <li>• For staff in this moderate risk category, take note of further guidance located here <a href="https://www.gov.uk/guidance/national-lockdown-stay-at-home#clinically-vulnerable-people">https://www.gov.uk/guidance/national-lockdown-stay-at-home#clinically-vulnerable-people</a></li> <li>• Staff deployments should ensure that <b>support for SEND pupils</b> is in place whilst also ensuring that <b>safe / specific ratios</b> are met and specific training undertaken to ensure effective care for pupils with complex needs</li> <li>• When deploying <b>ITT students</b>, take into account the skills and capacity of the trainee <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-</a></li> </ul>			
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			<p><u><a href="#">schools#section-3-curriculum-behaviour-and-pastoral-support</a></u></p> <ul style="list-style-type: none"> <li>• Ensure that only those with appropriate checks are allowed to engage in <b>regulated activity</b></li> <li>• Ensure that any <b>leave arrangements</b> 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</li> <li>• For <b>volunteers</b>, 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 remain 2 metres from pupils and staff where possible.</li> </ul> <p>Recruitment</p> <ul style="list-style-type: none"> <li>• Any recruitment over the lockdown period should be completed remotely - Liaise with HR to ensure that all pre-appointment checks are completed (<a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</a>)</li> <li>• Through liaison with HR, put in place arrangements for all <b>pre-appointment checks</b> to be carried out remotely and verified in person on start date.</li> </ul>			
Effective management of safeguarding	Staff not equipped or deployed effectively in	Pupils, staff, parents	All staff to be briefed on any changes in Safeguarding arrangements – specifically staff who have not worked on site during the lockdown period.	All staff have completed and up to date safeguarding training/info-		1/3/21

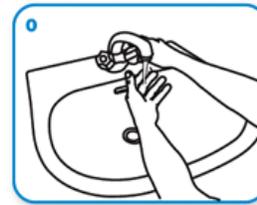
	order to manage the potential influx of concerns		DSL to have time and resource to manage potential influx in concerns – including monitoring net support notifications following the return of laptops.	Staff have access to CPOMS information regarding updates of key children.		
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**Appendix 1: Clean hands protect against infection (WHO protocol)**

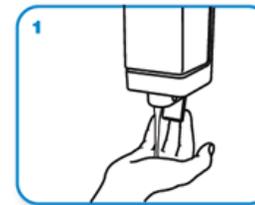
Protect yourself - Clean your hands regularly.

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.

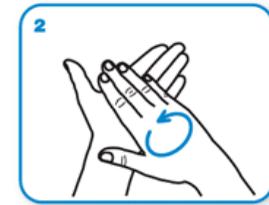
How do I wash my hands properly? Washing your hands properly takes about as long as singing "Happy Birthday" twice, using the images below:



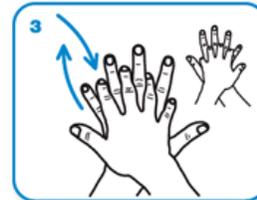
Wet hands with water



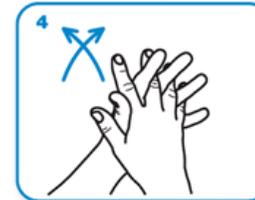
apply enough soap to cover all hand surfaces.



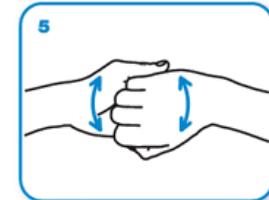
Rub hands palm to palm



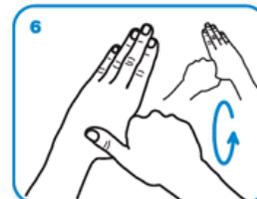
right palm over left dorsum with interlaced fingers and vice versa



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



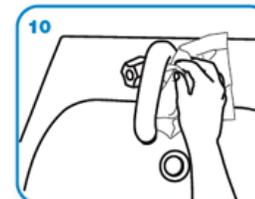
rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



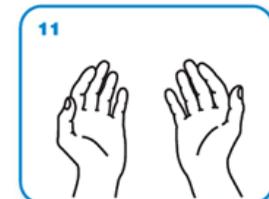
Rinse hands with water



dry thoroughly with a single use towel



use towel to turn off faucet



...and your hands are safe.