

# Wilbraham Covid19 Risk Assessment

## September 2020



Based on model produced by Cheshire Academies Trust and Shared via NAHT

### Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

### Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible. [For latest information on symptoms see https://www.nhs.uk/conditions/coronavirus-covid-19/](https://www.nhs.uk/conditions/coronavirus-covid-19/)
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.

9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Aspect	DfE Guidance	Mitigation Measures to Consider include :-	School Specific Mitigation Measures	Notes	Risk
<p><b>Minimise contact with anyone with symptoms - Procedures for medical care, isolation and confirmed cases</b></p>	<p>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a>. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic person subsequently tests</p>	<p>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days and that anyone developing symptoms during the school day is sent home</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>Everyone must wash their hands thoroughly for 20 seconds after any contact with someone</p>	<p>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</p> <p>Any pupil showing symptoms of the virus will be escorted by a member of SLT to the bottom of the year 6 stairwell near the astro, wearing PPE. A member of SLT will stay with them until their parent arrives to collect. The door to the field will remain open providing ventilation and the parent will collect from this door. A sign will then be placed at the top of the stairwell closing this route. If there are multiple cases becoming unwell they will be separated in the designated areas and will use the top of the stairwell. The child's parent will be contacted by the office staff and will be instructed to collect their child and arrange a test.</p> <p><a href="#">16.9.2020 - If a child has symptoms of COVID-19 then siblings will also be sent home at this point until the child with symptoms has received the results of the test</a></p>		

	<p>positive or they have been requested to do so by NHS Test and Trace.</p> <p>Contain any outbreak by following local health protection team advice</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	<p>who is unwell. The area around the person with symptoms must be cleaned after they have left</p> <ul style="list-style-type: none"> <li>• Child must self-isolate for at least 7 days and parents should <a href="#">arrange to have a test</a>. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• All staff who display symptoms should access a test provided by the appropriate health care professional.</li> <li>• If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>• If any children or staff test positive, the rest of their class and group should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms.</li> <li>• If there appears to be an outbreak of more than one case in a school in different bubbles (DfE guidance 2 or more cases within 14 days), advice will be sought from local health protection team</li> <li>• Temperature checks will not be used at the school.</li> </ul>	<p>The child will not be readmitted until proof of a negative test result is submitted to school, usually via email. If they need to go to the toilet they will use the medical room toilet, which will then be cleaned by the cleaner on duty. The cleaner will also clean the isolation space once the child has been collected. Should the test result come back positive then the bubble will be closed for 14 days.</p>		
<b>Handwashing</b>	2) clean hands thoroughly more often than usual	<ul style="list-style-type: none"> <li>• ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks,</li> </ul>	<b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b>		

	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p>	<p>when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>• Consider where there are facilities for hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• Consider whether skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations</li> <li>• help ensure younger children and those with complex needs understand the need to follow them</li> </ul>	<p>All children will wash hands when they arrive at school and will be reminded regularly throughout the day. All classrooms have access to handwashing facilities. Younger children and children with additional needs will have visual reminders and adult support to carry this out. Hand sanitizer stations will be available at all main egress points.</p>		
<p><b>Respiratory Hygiene and masks</b></p>	<p>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p>	<ul style="list-style-type: none"> <li>• ensure there are enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>• ensure younger children and those with complex needs are helped to 'catch it, bin it, kill it', and all pupils understand that this is now part of how school operates.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>All classrooms now have foot operated lidded bins and classroom are being stocked with additional boxes of tissues. 'Catch it, bin it, kill it' will be taught through PSE sessions with all children. Windows and doors to be kept open to aid ventilation. Air conditioning units were all services in June 2020 with filters changed and advice from Health and Safety was that they remain at low risk. Care taker has set all air recirculation systems to off. All classrooms will be stocked with tissues and cleaning equipment. All hot air hand driers have been disconnected and</p>		

			replaced with disposable paper towels.  16.9.2020 - All staff working within the school kitchen must wear face coverings and if they are serving the children directly they are required to wear a visor as well		
<b>Cleaning</b>	<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	<p>Put 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 / shared areas that are used by different groups</li> <li>▪ frequently touched surfaces being cleaned more often than normal</li> </ul> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned at the end of each day.</li> <li>▪ Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent.</li> <li>▪ Tables and contact points must be cleaned regularly.</li> <li>▪ No toys can be brought from home.</li> <li>▪ Tablets should be wiped several times daily and between use.</li> <li>▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>▪ Bins must be emptied before they are full and at least once daily.</li> <li>▪ Cleaner to wear long gloves.</li> <li>▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Cleaner on site at all times to continue in September. On site constant cleaning of all main contact points ie door handles, toilets and light switches etc...</p> <p>Additional cleaning staff have been employed. Cleaners have undergone additional inhouse training with site manager, business manager and H/T. This covered raised expectations of classroom cleaning and additional daily cleaning checklist to include items such as key boards and fitted soft fabric (carpets and teacher chairs). Milton cleaning fluid will continue to be available for class teachers to use on daily resources.</p> <p>Each classroom will be provided with a cleaning box containing disposable paper towels, gloves, aprons, masks and disinfectant spray. Children will be allowed to bring in: coat, water bottle,</p>	COSHH rules regarding bleach	M

		<ul style="list-style-type: none"> <li>▪ <b>Reception:</b> Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</li> <li>▪ <b>Infants and Juniors:</b></li> <li>▪ Desks should be wiped regularly.</li> <li>▪ Teachers should have a spray bottle and cloth (disposable) or antiseptic wipes available</li> <li>▪ Any objects the children touch should be disinfected once use has finished.</li> </ul>	<p>reading book/bag, packed lunch, PE kits. Teachers must not take home children's work to mark, this must be done on school site.</p>		
<p><b>Social Distancing &amp; Class Size and Groups – reducing contacts</b></p>	<p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through</p>	<p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>▪ Physical contact such as handshakes and hugs should be avoided between educational staff</li> <li>▪ Hygiene rules at the start and end of day.</li> <li>▪ Staff and adults on site should endeavour to stay 1+m apart.</li> <li>▪ Older children should be encouraged to keep their distance within groups, they should also be supported to maintain distance and not touch staff and their peers where possible.</li> <li>▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Children to stay within their two year group bubbles (Nursery and Reception, Y1 and Y2, Y3 and Y4 and Y5 and Y6). Wherever possible staff will only work with children within the two year group bubble, including PPA teachers. EAL and SEND staff will also be allocated to the two year group bubbles. PPA will continue to be delivered by teachers. Staff will be instructed to utilise the use of outdoor learning. No indoor chill out club, KT to work alongside children on the playground.</p>		

	<p>maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>● children's ability to distance</li> <li>● the lay out of the school</li> <li>● the feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> <li>- grouping children together</li> <li>- avoiding contact between groups</li> <li>- arranging classrooms with forward facing desks</li> <li>- staff maintaining distance from pupils and other staff as much as possible</li> </ul>	<p>should try and keep their distance from pupils and other staff as much as they can.</p> <ul style="list-style-type: none"> <li>• Reduce the amount of time they are in face to face to contact</li> <li>• Minimise time spent within 1 metre of anyone.</li> <li>• Consider small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>• Supply teachers, peripatetic teachers, specialists for SEND pupils etc. minimise contact and maintain as much distance as possible from other staff.</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Bring in water bottles, packed lunches and book bags.</li> <li>• Children not to bring toys in from home.</li> </ul> <p>See also section teaching, learning and curriculum below</p> <p><b>Mixing</b></p> <ul style="list-style-type: none"> <li>• Children should not mix with other classes – consider feasibility of staggered break and lunch times and staggered start and end of days</li> <li>• Remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> </ul>	<p>Quiet spaces will be made available during the school day for the two year group bubbles to use. Wherever possible and appropriate classrooms will be arranged with children sat in rows facing the front. Excess furniture can be removed and stored outside of classroom. Staff to set classroom up to maintain appropriate social distancing. Children to bring in book bags. School will run class assemblies for the foreseeable future. Single file walking whilst travelling around school with staff members, including staircases.</p> <p><b>School Start/Finish times:</b></p> <p>School will continue to signpost year groups entrance and exits to site and social distancing measures will remain in place. With SLT on duty at the start and end of the day.</p> <p>8:45am - 3pm - N, R, Y5 and Y6</p> <p>9am - 3:15pm - Y1, Y2, Y3 and Y4</p> <p><b>Break Times:</b></p> <p>Y1 and Y2 10:30am - 10:45am</p>		
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		<ul style="list-style-type: none"> <li>• Consider minimising the number of middays working with each class/ bubble where possible</li> <li>• Collection and drop off points and times agreed to ensure no cross over of groups</li> <li>• Children to stay in designated zones outsides.</li> <li>• Children are not to access the building during lunch time unless for toileting and only then, if it can be assured, that they will be with children from their own bubble.</li> <li>• Children not to be sent inside for first aid incidents, instead adult to contact office for a first aider to come to a designated point on the playground.</li> <li>• Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul> <p><b>Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>• avoid large gatherings such as assemblies</li> <li>• movement around the school site kept to a minimum, avoiding busy corridors, entrances and exits.</li> <li>• plan how shared staff spaces are set up and used to help staff to distance from each other.</li> </ul> <p><b>Other considerations</b></p> <ul style="list-style-type: none"> <li>• Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools</li> </ul>	<p>on the KS1 playground</p> <p>Y3 and Y4 10:30am - 10:45am</p> <p>Y5 and Y6 10:45am - 11am Both on KS2 playground</p> <p><b>Lunchtimes:</b></p> <p>N - 12pm - 1pm R 12:15pm - 1:15pm Y1 12pm -1pm Y2 12:15pm - 1:15pm Y3 12:15pm - 1:15pm Y4 12:15pm -1:15pm Y5 12:30pm - 1:30pm Y6 12:30pm - 1:30pm</p> <p>School dinners will run on a weekly rota of hot meals/cold meals. In between bubble sittings the two dining spaces will be cleaned.</p> <p>The KS2 playground will be split down the middle with barriers with one side hosting Y3/Y4 and the other Y5/Y6</p> <p>16.9.2020 - when the Y3/4 bubble need to access the hall for lunchtime there is a barrier system in place to ensure contact between the bubbles is reduced</p> <p>Children will continue to use their set toilets during break and dinner times.</p> <p>LOs to carry with them basic first aid kits, with more serious</p>		
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		<p>should work through the system of controls collaboratively,</p>	<p>incidents being reported to Vicky Broad (Senior L.O.), who will then request medical assistance from the office.</p> <p>16.9.2020 - Bikes and scooters can now be brought into school and each bubble has a designated area for these to be kept to prevent cross contamination</p> <p><b>Staffroom Spaces:</b></p> <p>N - classroom  R - classroom  Y1 and Y2 - staffroom  Y3 and Y4 - SEND room  Y5 - EAL space  Y6 - Alison's room</p> <p>If a child needs to be withdrawn from a classroom, a member of SLT will come and collect.</p> <p>All key communication will be sent to staff via in the usual way.</p> <p>School have created a procedure for meetings and visitors, see appendix 1.</p> <p>Parent/Carers will be reminded that they are not to enter the building unless for a pre arranged appointment.</p> <p><b>Breakfast Club and After School Club.</b></p>		
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<b>PPE</b>	<p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be</p>	<ul style="list-style-type: none"> <li>• Teachers to have the option to wear a facial covering.</li> <li>• Teachers can wear gloves if they wish to do so.</li> <li>• Staff to be briefed re safe use of masks and arrangements for disposal/ placing in sealed bag to take home for washing</li> <li>• Staff to wear PPE when alone with a child showing symptoms as they wait for parents in line with DfE guidance - If contact with the child or young person is necessary (or a distance of 2m cannot be maintained), then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>A large supply of PPE equipment will be left available to all staff at the bottom of the Y6 stairwell by the main entrance, for staff to use as they wish.</p> <p>JB to update individual risk assessments and to action points raised.</p> <p>PPE equipment will be made available for first aid and intimate care and will be available in the medical room outside the nursery classes and in the changing space in reception.</p> <p>16.9.2020 - During SLT meeting all staff will wear face coverings and adhere to the 1m+</p>	School / Trust are working to source masks to be available for those who need them. Staff are welcome to wear their own.	

	<p>found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a></p>		Where staff need to work across bubbles for limited periods of time they will wear face coverings when talking to children and staff		
<b>Staffing including communication</b>	<ul style="list-style-type: none"> <li>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul>	<ul style="list-style-type: none"> <li>RA to be carried out on return and repeated for staff by team leader to ensure their mental and physical health is taken into account. Concerns shared with SLT</li> <li>Promotion of Trust wellbeing resources on Trust website, including direction to external counselling where appropriate</li> <li>Individual support packages and interventions for staff.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Staff will be emailed the risk assessment along with additional information that affects their year group bubbles.</p> <p>School counsellors will continue to support staff's mental wellbeing via phone calls, emails and face to face contact.</p>		H
<b>Behaviour Policy</b>	<p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at <a href="#">Behaviour and discipline in schools</a>. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will</p>	<ul style="list-style-type: none"> <li>Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</li> <li>Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>SLT will continue to support any extreme behaviours by removing the child from their bubble and dealing with the incident.</p> <p>September curriculum will have a focus on PSHE and wellbeing for all children.</p> <p>The children have been kept in their previous year class groups to help with their transition.</p>		M

	need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.				
<b>Physical Building</b>	<p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.</p> <p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, 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>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</p> <p>Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p>	<ul style="list-style-type: none"> <li>▪ Desks to be spaced as far as is practicable</li> <li>▪ All furniture not being used is to be stored and moved to another empty classroom or space</li> <li>▪ Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary.</li> <li>▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>▪ One way circulation to be implemented for corridors.</li> <li>▪ Wedges to be used to keep doors open.</li> </ul> <p><b>Reception classroom- Changes.</b></p> <ul style="list-style-type: none"> <li>▪ Reduce non-essential items</li> </ul> <p><b>Isolation Room-</b></p> <ul style="list-style-type: none"> <li>▪ One room identified as isolation room for children who become unwell during school day</li> <li>▪ Remove all non-essential items in the isolation room.</li> <li>▪ Include one desk and one table.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Lidded bins in every classroom. Children to be given their own set of basic equipment such as: pens, pencils, rubbers etc... in a pencil case that school provides.</p> <p>Each bubble to use their own play equipment for PE and Games that can then be cleaned.</p> <p>On site forest school place and ICT suit to be put on a half termly rota.</p> <p>Staff to use classroom phones to request help/support or mobile phones when outside.</p> <p>Play areas will remain to be split between the year group bubbles.</p> <p>Children will be encouraged to wash their hands when coming in from break and play times.</p> <p>School minibus not to be used for the foreseeable future.</p>		M

		<p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ different areas identified for each bubble to play where space allows</li> <li>▪ Outdoor education where appropriate to learning encouraged</li> <li>▪ Outdoor equipment enhanced cleaning</li> <li>▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>▪ Consider signage for movement around external building for parents</li> <li>▪ Use tape on floor to demarcate areas and walkways.</li> <li>▪ Create hand sanitiser station posters and ensure toilets have washing hands posters.</li> </ul>			
<b>Teaching, Learning and Curriculum</b>	<p><b>Curriculum expectations</b> The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>● education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>● the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>● remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul>	<p><b>The content of teaching, learning and curriculum is not covered in this document. The focus here is on mitigating risks associated with transmission of virus. Lost learning and closing curriculum gaps will be addressed via school and Trust development plans. These will include plans to ensure provision of remote learning and use of catch up funding.</b></p> <ul style="list-style-type: none"> <li>▪ Marking to be done with children/ oral feedback where possible and moving of books kept to a minimum</li> <li>▪ Books marked in school where possible</li> <li>▪ Children have own set of equipment such as pens and pencils to use that are not shared.</li> <li>▪ Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Staff to start the year teaching the summer term previous year's curriculum in English and Maths.</p> <p>Two training days to provide staff to work within their year group bubbles and to undertake trust CPD.</p> <p>A cleaner will be on duty throughout the day.</p> <p><b>Music:</b></p> <p>Peripatetic steel pans and African drums will be taught in year group bubbles.</p>	staff feedback should be minimal due to current situation.	L

	<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content:</p> <p>Aim to return to the school's normal curriculum in all subjects by summer term 2021:</p> <p><b>Music</b> Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.</p> <p><b>Physical Activity</b> Schools should refer to the following advice: <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a> Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>	<p>regularly, along with all frequently touched surfaces.</p> <ul style="list-style-type: none"> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Consider physical distancing</li> <li>• Consider playing outside wherever possible, limiting group sizes to no more than 15</li> <li>• Positioning pupils back-to-back or side-to-side,</li> <li>• Avoiding sharing of instruments</li> <li>• Ensuring good ventilation.</li> <li>• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> <p><b>Physical activity in schools</b></p> <ul style="list-style-type: none"> <li>• Pupils should be kept in consistent groups,</li> <li>• Sports equipment thoroughly cleaned between each use by different individual groups</li> <li>• Contact sports avoided.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils</li> <li>• Paying scrupulous attention to cleaning and hygiene.</li> </ul>	<p>No singing.</p> <p>Music trolley to be timetabled to within the two year group bubbles and children to only use one instrument per session.</p> <p><b>PE:</b></p> <p>Teachers to send out to parents a list of days that they will be doing PE and for children to wear appropriate clothes and footwear on these days, such as shorts or leggings or tracksuits and trainers.</p> <p>Two year group bubbles to share PE equipment.</p>		
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<b>Movement-Parents</b>	<ul style="list-style-type: none"> <li>▪ encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents should only enter the school building when they have a pre arranged appointment.</li> <li>▪ Markings on the floor for one way only around the school for drop offs and pickups.</li> <li>▪ Only one parent should drop off and collect children.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>All available staff to supervise outdoors at the beginning and end of the day.</p> <p>Parents should contact school via phone or email should they require assistance.</p>	Consider signage	L
<b>Toilet facilities</b>	different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet	<ul style="list-style-type: none"> <li>▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation.</li> <li>▪ Caretaker and cleaner to check soap supply is adequate</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Each year group to access their regular toilets during the school day. Children to wash hands thoroughly after use and toilets will be being cleaned throughout the day by the cleaner on duty. Each toilet will have a timed and dated tick sheet to show when they were last cleaned. This will be monitored by the site manager and school business manager.</p>		H
<b>First Aid</b>	PPE is not necessary for first aid if there are no symptoms of Coronavirus	<ul style="list-style-type: none"> <li>▪ <b>If Coronavirus is suspected any first aid should be administered with PPE and child/ adult should be sent home in line with RA on suspected cases above</b></li> <li>▪ Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance.</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn).</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>All classrooms and L.O.s have a green first aid bag to administer basic first aid. More serious incidents will be dealt with by a qualified first aider.</p> <p>Cleaning of vomit will be carried out by the on duty cleaning wearing PPE.</p>		H

<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essential correspondence sent out via letter or email.</li> <li>▪ Detailed letter of new measures sent</li> <li>▪ Any forms or messages from parents should be emailed to the school office</li> <li>▪ Communicate methods of entry and exit to the school grounds.</li> <li>▪ Use of signage</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>H/T will be sending out a letter via schoolcomms and email detailing new measures and procedures being put into place for September.</p> <p>Parents will be sent all information regarding updates Covid-19 via School Comms</p>		M
<b>Shielding and clinically vulnerable children and adults.</b>	<p><b>Adults</b> Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</p> <p><b>Pupils who are shielding or self-isolating</b> We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>● a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>● shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of</li> </ul>	<p><b>Adults</b> Latest guidance - advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, and advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a> – should be followed</p> <p>Risk assessment of vulnerable members of staff to be completed, home working to be considered if appropriate to role/ elements of role</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home.</li> <li>▪ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, immediate offer of access to remote education.</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>Risk assessment have been offered to all staff and will be updated at the start of the new term by JB.</p> <p>All pregnant members of staff to have a risk assessment completed.</p> <p>Staff given the option to wear PPE at any time.</p>		M



	<p>community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></p> <ul style="list-style-type: none"> <li>● if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>● some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class teacher to monitor engagement with this activity</li> </ul>			
<p><b>Visitors inc. volunteers</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>▪ Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any visitors or volunteers to be aware of site guidance for distancing and hygiene</li> <li>▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</li> <li>▪ Visitors to school by appointment only and outside of school hours where possible</li> <li>▪ Record of all visitors including date should be retained</li> </ul>	<p><b>THOSE HIGHLIGHTED IN COLUMN TO LEFT AND</b></p> <p>All contracted visitors to be reminded of school procedures for social distancing. All visitors to school will complete a visitor log, should we need to track and trace. Curriculum based support staff will be allocated into one of the year group two year bubbles per half term before</p>		L

			<p>working with a different two year bubble.</p> <p>16.9.2020 - Specialist support staff will work in 1 bubble wherever possible and will change bubbles bi-weekly - they are adhering to social distancing and wearing PPE (where needed)</p>		
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## Updates to Risk Assessment

Date	SLT MEMBER	SLT MEMBER	Colour
16.9.2020	Andi Marchant	Sarah Ikin	Blue