

Implementing Protective measures in education and childcare settings for the continuation of education provision for vulnerable children and children of critical workers and the phased return of Nursery, Reception, Year 1 and Year 6 to Primary school from 1 June 2020

This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far as possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).
- 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
- Cleaning hands more often than usual
- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

School: St Ursula’s	Assessment Date: 15.05.2020	Assessed by: SLT and St Ursula’s Premises Manager	Approved by:
----------------------------	------------------------------------	--	---------------------

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
1. Planning and Organising							
Existing Health and Safety compliance and building considerations	<ul style="list-style-type: none"> Review your current Health and Safety Plans and undertake any existing actions. 	<ul style="list-style-type: none"> Current Health and Safety policy is in place and is being followed BAL has existing risk assessment training 	<ul style="list-style-type: none"> Conducting additional risk assessments which consider social distancing, additional hygiene, use of building, CPD/expectations for staff and students, cleaning etc Stored in premises folder Changes will be made to mitigate risk BAL to attend additional COVID-19 risk assessment CPD for school's reopening 	BAL	8.06.20		
	<ul style="list-style-type: none"> Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the school premises have been closed to pupils and staff for any periods of time since 23 March 2020 	<ul style="list-style-type: none"> Usual compliance checks are underway 	<ul style="list-style-type: none"> Continue with compliance checks as per policy Plan in place for quick closure (e.g. not enough staff available so need to send students home or stop students coming in) Normal fire procedures not effective. Update fire and evacuation plan. Will ensure new fire routes are rehearsed whilst observing social distancing. In the event of a fire, a safe and quick exit would supersede social distancing. Staff briefing will continue to be held on a Tuesday. Additional briefings will be held as needed Reporting system to be created to report immediate issues. This is an email to Admin. 	BAL	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> Test all water systems, fire alarms, gas supply, kitchen equipment 	<ul style="list-style-type: none"> Usual compliance checks are underway/have been conducted 	<ul style="list-style-type: none"> Continue with compliance checks as per policy Consider additional checks to reassure those returning to work 	BAL	8.06.20		
	<ul style="list-style-type: none"> Consider Deep Cleaning by professional cleaners 	<ul style="list-style-type: none"> Cleaning taking place in school 	<ul style="list-style-type: none"> Further meeting needed with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff Meeting with catering team to discuss expectations and what additional cleaning they will need to provide and how they will protect their staff Deep clean to take place ahead of opening Students will be told to bring their own water bottles to school which they will be told that they are not able to refill their water bottles in school. Adapted cleaning will take place each day. Cleaning company to update cleaning plan for September opening. 	BAL	15.07.20		
	<ul style="list-style-type: none"> Conduct health and safety inspection with the union health and safety representatives 	<ul style="list-style-type: none"> Union rep has been consulted on key elements of lockdown 	<ul style="list-style-type: none"> Consult on plans with Union Rep and Governors. Continue to work with TUR and Governors on September plans. Health and Safety walk through with Governors (including Health and Safety Governor) and school union rep 	SLT, BAL, TUR and Governors	17.07.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
Staff Wellbeing	<ul style="list-style-type: none"> Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding 	<ul style="list-style-type: none"> List collated of staff with underlying medical conditions Cascaded through LM with phone contact once per week as minimum Many departments communicate using WhatsApp groups Some contact via Zoom Counsellor and Chaplain have been made available for staff 	<ul style="list-style-type: none"> Survey to assess staff wellbeing and feelings about returning to work Identify whether any staff member has been asked to shield Identify whether any staff member is in a household where someone is shielding School will attempt to mitigate risk and address fears Signpost counselling support to staff Review additional Risk Assessments for staff who have not returned to school 	WIL NOR	17.07.20		
	<ul style="list-style-type: none"> Assess transport arrangements for all staff and parking arrangements as required 	<ul style="list-style-type: none"> Anecdotal evidence of how staff commute to and from work Premises monitor car park 	<ul style="list-style-type: none"> Survey to how staff how staff would commute to and from work when they return to school This will ensure parking can be made available 	WIL NOR	3.06.2020 30.06.20 for other staff		
	<ul style="list-style-type: none"> Availability of supply staff to cover any vacancies or long-term absences 	<ul style="list-style-type: none"> Supply staff were used before the lockdown One member of regular staff indicated that they could not attend school before lockdown 	<ul style="list-style-type: none"> Ascertain availability of cover staff Ensure cover staff are adequately briefed 	COL	When necessary		
	<ul style="list-style-type: none"> Assess impact on individuals from the lockdown and any residual effects 	<ul style="list-style-type: none"> Standard agenda item on lockdown line management 	<ul style="list-style-type: none"> Survey to assess staff wellbeing and feelings about returning to work Follow up calls to help identify support needed 	WIL NOR	3.06.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			<ul style="list-style-type: none"> School will attempt to mitigate risk and address fears 		30.06.20 for other staff		
	<ul style="list-style-type: none"> Assess staff expectations and any anxiety and perceived inequalities 	<ul style="list-style-type: none"> Standard agenda item on lockdown line management 	<ul style="list-style-type: none"> Survey to assess staff wellbeing and feelings about returning to work Re-survey once plans for September reopening have been shared School will attempt to mitigate risk and address fears Staff to be invited to visit school before wider opening begins 	WIL NOR	17.07.20		
Review Pupil well-being and Risk assessments	<ul style="list-style-type: none"> Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk? 	<ul style="list-style-type: none"> Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms 	<ul style="list-style-type: none"> Survey to assess student circumstances to identify risk and anxieties. Roll out Year 10 survey with all year groups to ascertain things we may need to be aware of e.g. family member furloughed. Aim to mitigate anxieties (e.g. additional CPD for staff to help deal with new anxieties e.g. bereavement) 	SLT	17.06.20		
	<ul style="list-style-type: none"> Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing 	<ul style="list-style-type: none"> Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the 	<ul style="list-style-type: none"> Clear explanations to be provided by school on the expectations re: social distancing and the reasons for social distancing Ensure signage and markings are clear for all students 	SLT and CFE	Before students return in September		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
		<p>school class as vulnerable</p> <ul style="list-style-type: none"> Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms 	<ul style="list-style-type: none"> Check these are understood by most vulnerable TAs to work following social distancing No equipment to be shared Any student(s) who need support to be sat in a place that allows conversation between TA and student to take place from a distance Ascertain with school nurse whether additional risk assessments need to be put in place for those with medical needs who do not have a shielding letter. 				
	<ul style="list-style-type: none"> Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint 	<ul style="list-style-type: none"> Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms 	<ul style="list-style-type: none"> Seek advice on revisions that will need to be made to restraint policy Students in zoned groups SLT on site for support Will use prior knowledge to mitigate social conflict Students and families will be made aware of updated COVID related behaviour expectations In the event of an inadvertent oversight, student will be reminded of the need to follow the guidelines in order to keep themselves and others safe In the event of deliberate contravention of the guidelines, the student will be reminded by an SLT member of the need to follow the 	SLT	2.09.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			<p>guidelines in order to keep themselves and others safe</p> <ul style="list-style-type: none"> If this behaviour persists, the student will be instructed to go home and parents/carers will be informed 				
	<ul style="list-style-type: none"> Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) 	<ul style="list-style-type: none"> Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms 	<ul style="list-style-type: none"> Ascertain any bereavements from parents/carer to allow for support to be planned. Share this list with all staff. Done with Year 10, now do with all students. Research bereavement training for staff so that they feel confident in supporting students Share the recovery curriculum documents with staff 	SLT	17.07.20		
Class group and size configuration	<ul style="list-style-type: none"> For primary school classes configure class group in no more than 15 pupils per small group and one teacher and if needed a teaching assistant. 	NA	NA	-	-		-
	<ul style="list-style-type: none"> For pre-school children in early years settings, the staff ratios within the early years foundation stage 	NA	NA	-	-		-

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<p>continue to apply and used to group these children</p> <ul style="list-style-type: none"> Each group should be a consistent group and that year group stays away from other people and groups 	NA	<ul style="list-style-type: none"> Guidance dictates that secondary schools should have year group bubbles Zones will be used to minimise contact between year groups Year group bubbles will have staggered arrival and dismissal Year group bubbles will have staggered lunches and breaks New signage to be in place for September 	BAL	1.09.2020		
	<ul style="list-style-type: none"> Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 pupils 	NA	<ul style="list-style-type: none"> No longer applicable as in classes with rest of year group 	SLT	8.06.20		
Refresh the timetable	<ul style="list-style-type: none"> which lessons or activities will be delivered 	<ul style="list-style-type: none"> A normal timetable is being followed online 	<ul style="list-style-type: none"> Amendments to new timetable will be in place for September. Year 8 and Year 9 will need reblocking on timetable as being taught in forms. 	SLT Teachers	1.09.20		
	<ul style="list-style-type: none"> consider which lessons or classroom activities could take place outdoors 	NA	<ul style="list-style-type: none"> PE lessons to be outside as much as possible as per Government 	SLT	Ahead of Phase 2		
	<ul style="list-style-type: none"> use the timetable and selection of classroom or other learning environment to reduce movement around the school or building 	NA	<ul style="list-style-type: none"> Zones will be in place for each year group KS3 will remain in allocated room for majority of lessons 	SLT	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> stagger assembly groups 	NA	<ul style="list-style-type: none"> Assemblies not allowed in current guidance. Collective worship will need to take place in forms. 	SLT	1.09.2020		
	<ul style="list-style-type: none"> stagger break times (including lunch), so that all children are not moving around the school at the same time 	NA	<ul style="list-style-type: none"> Year groups to remain in year group bubbles during break and lunch 	SLT	1.09.2020		
Curriculum & Transition	<ul style="list-style-type: none"> Balancing the need for remedial work and “catch up” with the social/emotional needs of the children & young people 	<ul style="list-style-type: none"> Academic work being set Form tutors still have regular contact Wellbeing resources are being provided 	<ul style="list-style-type: none"> Combination of metacognition (especially self-regulation), wellbeing and academic content to be balanced and will transition to more academic content 	SLT and teacher delivering in school sessions	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils 	<ul style="list-style-type: none"> Teachers are doing their best to support students who are struggling remotely School is making contact with all pupils to offer support Resources to support are being provided where possible 	<ul style="list-style-type: none"> Revisit SOW to ensure work missed is interleaved and students who have opportunities to learn content provided during lockdown 	HODs	Before students return to school		
	<ul style="list-style-type: none"> Maximising impact of additional adults matched to those identified pupils who need the support most 	<ul style="list-style-type: none"> TAs are supporting EHCP students and other students on the SEN register whilst at home Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable 	<ul style="list-style-type: none"> Assess greatest need and identify gaps, assign staff to support 	CFE and SLT	In place – evaluative ongoing		
	<ul style="list-style-type: none"> Managing transition (at all stages) to best support the next stage of learning 	<ul style="list-style-type: none"> Initial thinking about how to support transition whilst working remotely underway 	<ul style="list-style-type: none"> Heads of Year 7 to lead on effective and safe transition with SLT 	ODO and ECA	2.09.20		
	<ul style="list-style-type: none"> Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) 	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> All primaries need to be contacted to gather teacher predictions, pupil files, safeguarding files and information they have on students' home circumstances during lockdown 	ODO and ECA	17.07.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Plan for sharing best practice between primary and secondary school 	ODO and ECA	17.07.20		
	<ul style="list-style-type: none"> Summer schools opportunities (as discussed with Secondary colleagues) 	<ul style="list-style-type: none"> Do not normally run a summer school 	<ul style="list-style-type: none"> Will evaluate feasibility of this in current climate 	ODO and ECA	17.07.20	Decision not yet made	Decision not yet made
Classroom and learning environment layout	<ul style="list-style-type: none"> Organise classrooms and other learning environments 	NA	<ul style="list-style-type: none"> Zones will be in place for each year group KS3 will remain in allocated room for majority of lessons 	BAL	For Yr 10: 8.06.20		
	<ul style="list-style-type: none"> Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously. 	NA	<ul style="list-style-type: none"> PE staff to follow Government guidance 	FRA and PER	1.09.2020		
	<ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments. 	NA	<ul style="list-style-type: none"> Remove unnecessary items from spaces being used Staff members given allocated days to clear rooms, remove unnecessary paper and make use of cupboards 	BAL	1.09.20		
	<ul style="list-style-type: none"> Remove soft furnishings that are hard to clean. 	NA	<ul style="list-style-type: none"> Remove any soft furnishings in all rooms 	BAL	For Yr 10: 8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. 	NA	<ul style="list-style-type: none"> Cleaning packs (e.g. wipes, antibac gel etc) will be available in the rooms Zones will be in place for each year group KS3 will remain in allocated room for majority of lessons 	SLT	1.09.2020		
	<ul style="list-style-type: none"> In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 		<ul style="list-style-type: none"> Cleaning company will deep clean each day Zones will be in place for each year group KS3 will remain in allocated room for majority of lessons KS3 will have an allocated desk 	SLT	1.09.2020		
	<ul style="list-style-type: none"> accessing rooms directly from outside where possible 	NA	<ul style="list-style-type: none"> Each zone will have own route Routes will maximise time outside 	BAL	1.09.2020		
	<ul style="list-style-type: none"> considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 	NA	<ul style="list-style-type: none"> Have considered a one-way system, but each group will have a designated zone. See route map. 	BAL	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time 	NA	<ul style="list-style-type: none"> Zones for break and lunches Will use additional locations for break and lunch 	SLT	1.09.2020		
	<ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 	NA	<ul style="list-style-type: none"> Zones for break and lunches Will use additional locations for break and lunch 	SLT	1.09.2020		
	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	NA	<ul style="list-style-type: none"> Each year group to have a different toilet to other year groups who share their break/lunch 	BAL	1.09.2020		
	<ul style="list-style-type: none"> identify the children and young people who may need additional support to follow these measures (for example, routes round school marked in braille or with other 	NA	<ul style="list-style-type: none"> Assess greatest need and identify gaps, assign staff to support 	CFE	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	meaningful symbols, and social stories to support them in understanding how to follow rules)						
Shared Space	<ul style="list-style-type: none"> use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. 	NA	<ul style="list-style-type: none"> Will stagger where students go for break/lunch to keep in year group bubbles Will use additional locations for break/lunch 	SLT	1.09.2020		
	<ul style="list-style-type: none"> If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance 	NA	<ul style="list-style-type: none"> Will stagger where students go for break/lunch to keep in year group bubbles Will use additional locations for break/lunch 	SLT	1.09.2020		
	<ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 	NA	<ul style="list-style-type: none"> Staff room will need to be reorganised to allow for social distancing Suggest to staff that they limit the amount of time spent in communal areas. They should be used for the fridge and making hot drinks. 	BAL	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			<ul style="list-style-type: none"> When using the staffroom or kitchen, staff should ensure that they wash their hands before and after use of the fridge and other kitchen appliances. Need to find alternative workspaces for staff as will not necessarily have classroom bases 				
Outdoor space	<ul style="list-style-type: none"> Maximise the use of outdoor space for outdoor education, exercise and breaks 	NA	<ul style="list-style-type: none"> Break will be outside where possible Wet break arrangements will be put in place PE lessons to follow Gov. guidance 	SLT	1.09.2020		
	<ul style="list-style-type: none"> Ensure that if used outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 	NA	<ul style="list-style-type: none"> PE lessons to follow Gov. guidance 	PE staff	1.09.2020		
Start and end of day	<ul style="list-style-type: none"> stagger drop-off and collection times 	NA	<ul style="list-style-type: none"> Staggered arrival and dismissal times Different entrances Signage indicating routes and zones 	SLT	1.09.2020		
	<ul style="list-style-type: none"> plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	NA	<ul style="list-style-type: none"> Parents/carers not able to drop outside school. Will not be allowed to drive down gravel path as per usual. 	SLT	1.09.2020		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			<ul style="list-style-type: none"> Communication with parents in all year groups needed to make expectations clear 				
Travel arrangements	<ul style="list-style-type: none"> Assess the availability of transport and the arrangements being made by transport providers 	NA	<ul style="list-style-type: none"> Consult with staff re: travel arrangements e.g. some staff may wish to drive who do not normally Check status of regular services Make sure parents/carers in all year groups are aware that free travel has been cancelled for under 18s in London Share the safer travel guidance 	SLT	1.09.2020		
	<ul style="list-style-type: none"> Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers 	NA	<ul style="list-style-type: none"> Many students have to use public transport to get to St Ursula's Share the safer travel guidance 	SLT	1.09.2020		
2.	Communicating your plans and supporting individuals						
Children, parents and carers	<ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households 	<ul style="list-style-type: none"> Communicated pre lockdown and also in place for key workers 	<ul style="list-style-type: none"> Will send communication to remind parents/carers of this before more students return All external doors and gates still require a fob to grant access and reception still have control over who comes and goes from the reception areas. 	SLT	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<u>with possible coronavirus infection)</u>		<ul style="list-style-type: none"> Any visitors will no longer sign in; reception will sign them in for a fire register. Any documents that need to be shared will be done following social distancing guidelines. Not expecting parents/carers or other visitors on site. If a meeting does have to take place, will take place in a designated room with good ventilation and social distancing will be followed. 				
	<ul style="list-style-type: none"> Parents to inform the school is anyone in the house is displaying symptoms 	NA	<ul style="list-style-type: none"> Will communicate this to parents/carers before return 	SLT	8.06.20		
	<ul style="list-style-type: none"> tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend 	NA	<ul style="list-style-type: none"> Will communicate this to parents/carers before return 	SLT	8.06.20		
	<ul style="list-style-type: none"> tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 	NA	<ul style="list-style-type: none"> Will communicate this to parents/carers before return 	SLT	8.06.20		
	<ul style="list-style-type: none"> make clear to parents that they cannot gather at entrance gates or 	<ul style="list-style-type: none"> Cancelled all face to face meetings 	<ul style="list-style-type: none"> Will communicate this to parents/carers before return 	SLT	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)		<ul style="list-style-type: none"> All external doors and gates still require a fob to grant access and reception still have control over who comes and goes from the reception areas. 				
	<ul style="list-style-type: none"> also think about engaging parents and children in education resources such as e-bug and PHE schools resources 	<ul style="list-style-type: none"> Wellbeing and PSHE programme being shared remotely 	<ul style="list-style-type: none"> Will focus on re engagement when students return to school with some teaching. Not just focused on catch up. 	DUR and HOY	17.07.20		
	<ul style="list-style-type: none"> ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers 	<ul style="list-style-type: none"> On-going communication with parents 	<ul style="list-style-type: none"> Will communicate this to parents/carers before return Share links with parents via newsletter and website Emails to be sent to alert parents of the resource Risk assessments to be placed on website COVID link available to streamline parental access to updates and information from school. Email parents for up to date contact details. 	SLT	8.06.20		
Children	<ul style="list-style-type: none"> use age appropriate materials to explain and maintain social distancing 		<ul style="list-style-type: none"> Colour coded signage to ensure social distancing Maps for evacuation routes displayed through the building 	BAL	8.06.20		
	<ul style="list-style-type: none"> Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the 	<ul style="list-style-type: none"> All families are contacted by staff weekly Vulnerable pupils contacted weekly by SLT 	<ul style="list-style-type: none"> Relevant CPD provided for all staff prior to return on Bereavement and Mental Health and Well-being. Form time activities to include a barometer of need Chaplain and Counsellor to be available to address any concerns. 	DUR, NOR, School Councilor	Ongoing, support may be needed throughout		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	pandemic (covid19 related or not)	<ul style="list-style-type: none"> Safeguarding amended document in place and shared via the website. 					
	<ul style="list-style-type: none"> Promote understanding of the different experiences for our children and young people during lockdown 	<ul style="list-style-type: none"> Positive activities have provided pupils with an outlet to support others in community Form time activities focussed on well-being and community 	<ul style="list-style-type: none"> Form time activities to focus on the experience of pupils during lockdown Evaluate and celebrate the positive aspects of lockdown Celebration wall of work during COVID. 	DUR	Ongoing		
	<ul style="list-style-type: none"> Consider how pupils with specific needs are reintegrated 	<ul style="list-style-type: none"> SENCO has weekly contact with pupils who have an EHCP RA for EHCP 	<ul style="list-style-type: none"> Consider transition of SEN pupils from Yr. 6 SENCO to be available when needed for key children and support plans put in place. Social time to be structured for specific pupils 	CFE, SLT	8.06.20		
	<ul style="list-style-type: none"> Deliver activities that focus on relationships – adult/pupil, pupil/pupil 	<ul style="list-style-type: none"> Contact with all pupils via telephone contact and SMHW Pupils encouraged to link with each other via school rooms 	<ul style="list-style-type: none"> Increase time with Form Tutors PSHEE curriculum adapted to meet need of pupils post COVID 	DUR, FTs	8.06.20		
Staff	<ul style="list-style-type: none"> communicate frequently 	<ul style="list-style-type: none"> Weekly communication from HT Line management meeting fortnightly with weekly catch up with LM. 	<ul style="list-style-type: none"> Further communication as necessary 	SLT, HODs	Ongoing		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
		<ul style="list-style-type: none"> HODs communicate on a weekly basis with staff 					
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Have communicated expectations for home learning. 	<ul style="list-style-type: none"> Risk assessment made available to all Risk Assessment shared with Union rep Email written to staff in collaboration with Union rep Inset given as required for any return Once plan is implemented, staff briefing each morning 	SLT, TUR	1.06.20		
	<ul style="list-style-type: none"> Consider the support needs of staff and put in place interventions to support everybody's mental health 	<ul style="list-style-type: none"> Chaplain and counsellor available for staff Employee assistance scheme Cycle to work scheme Consideration is given to staff 	<ul style="list-style-type: none"> To continue existing support of staff Signpost any help lines as required. 	DUR, NOR, School Councillor, SLT in LMM	Ongoing		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
Contractors and suppliers	<ul style="list-style-type: none"> communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Meeting with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff Make orders a required Deep clean to take place ahead of opening Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Meeting with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff Make orders a required Deep clean to take place ahead of opening Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	BAL WIL	8.06.20		
3. Daily Arrangements when open							
Daily Arrangements - Keeping Cohorts Together	<ul style="list-style-type: none"> ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days 		<ul style="list-style-type: none"> See attached plan. 	SLT, BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff 		<ul style="list-style-type: none"> See attached plan. 	SLT, BAL	8.06.20		
	<ul style="list-style-type: none"> ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 		<ul style="list-style-type: none"> See attached plan. 	SLT, BAL	8.06.20		
Cleaning and Hygiene	<ul style="list-style-type: none"> review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance 		<ul style="list-style-type: none"> Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	BAL	8.06.20		
	<ul style="list-style-type: none"> ensure that sufficient handwashing facilities are available. Where a sink is 		<ul style="list-style-type: none"> Hand sanitiser outside each room used Hygiene boxes in each room 	BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	not nearby, provide hand sanitiser in classrooms and other learning environments		<ul style="list-style-type: none"> Each 'bubble' has own toilet facilities Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 				
	<ul style="list-style-type: none"> clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 		<ul style="list-style-type: none"> Students to clean table and chair following each session and before lunch Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> ensure that all adults and children: <ul style="list-style-type: none"> frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing are encouraged not to touch their mouth, eyes and nose use a tissue or elbow to cough or sneeze 		<ul style="list-style-type: none"> Expectations made clear to students and staff All students and staff to use hand sanitiser on arrival Hand sanitiser in key locations around the building Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	SLT	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	and use bins for tissue waste ('catch it, bin it, kill it')						
	<ul style="list-style-type: none"> ensure that help is available for children and young people who have trouble cleaning their hands independently 	NA	NA				
	<ul style="list-style-type: none"> consider how to encourage young children to learn and practise these habits through games, songs and repetition 	NA	NA				
	<ul style="list-style-type: none"> ensure that bins for tissues are emptied throughout the day 	NA	<ul style="list-style-type: none"> Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company Adapted cleaning will take place each day. Cleaning company to update cleaning plan. 	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 		<ul style="list-style-type: none"> Windows open in rooms chosen Big spaces selected for groups 	BAL	8.06.20 then daily		
	<ul style="list-style-type: none"> prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation 		<ul style="list-style-type: none"> Will prop open doors where possible Normal fire procedures not effective. Cleaning company to update cleaning plan. Will ensure new fire routes are rehearsed whilst observing social distancing. In the event of a fire, a 	BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			safe and quick exit would supersede social distancing.				
	<ul style="list-style-type: none"> get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed 		<ul style="list-style-type: none"> Order additional supplies from in house cleaning company 	BAL	8.06.20		
	<ul style="list-style-type: none"> there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 		Will share guidance with students and parents	SLT	8.06.20		
Reduce Mixing of Groups	<ul style="list-style-type: none"> accessing rooms directly from outside where possible 		See attached map <ul style="list-style-type: none"> Walk through routes for staff and students 	BAL	8.06.20		
	<ul style="list-style-type: none"> considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 		<ul style="list-style-type: none"> One-way system not possible Designated routes in place Have put groups in different locations to reduce contact in corridors 	BAL	8.06.20		
	<ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited 		<ul style="list-style-type: none"> Will stagger where students go for break if weather allows Plan for them to eat packed lunch in classrooms 	SLT	To be put in place when students		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	number of pupils using them at any time		<ul style="list-style-type: none"> Breaks to take place in different locations from normal 		begin to have lunch on site		
	<ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 		<ul style="list-style-type: none"> Plan for them to eat packed lunch in classrooms Students will wash hands before eating in allocated toilets maintaining social distancing 	SLT	To be put in place when students begin to have lunch on site		
	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 		<ul style="list-style-type: none"> Each room has own toilet facilities Social distancing will be maintained Toilets will be supervised 	BAL	8.06.20		
	<ul style="list-style-type: none"> noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support 		<ul style="list-style-type: none"> Signage to be in place 	BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	them in understanding how to follow rules)						
Use of Outdoor Space	<ul style="list-style-type: none"> for exercise and break 		<ul style="list-style-type: none"> Will stagger where students go for break if weather allows Plan for them to eat packed lunch in classrooms Breaks to take place in different locations from normal 	SLT	To be put in place when students begin to have lunch on site and have breaks outside.		
	<ul style="list-style-type: none"> for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff 		<ul style="list-style-type: none"> Will stagger where students go for any outdoor education if in place 	SLT	To be put in place when students begin to have lunch on site and have breaks outside.		
	<ul style="list-style-type: none"> although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning 		<ul style="list-style-type: none"> Will not be used 	NA	NA		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<u>of non-healthcare settings</u>						
Shared space	<ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <u>COVID-19: cleaning of non-healthcare settings guidance</u> 		<ul style="list-style-type: none"> Will stagger where students go for break if weather allows Plan for them to eat packed lunch in classrooms Breaks to take place in different locations from normal Physical activities would be planned in conjunction with PE Department to ensure health and safety 	SLT	To be put in place when students begin to have lunch on site and have breaks outside.		
	<ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 		<ul style="list-style-type: none"> Fewer members of staff on site if Year 10 return. Additional spaces can be organised if required. Staff room to be deep cleaned Computers marked off Soft furnishing to be removed Suggest to staff that they limit the amount of time spent in communal areas. They should be used for the fridge and making hot drinks. When using the staffroom or kitchen, staff should ensure that they wash their hands before and 	BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
			after use of the fridge and other kitchen appliances.				
Shared resources	<ul style="list-style-type: none"> by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff 		<ul style="list-style-type: none"> Students will be instructed to bring in their own pencil cases Students will be provided with an exercise book which they use for all their notes. They will be responsible for these books. Teachers will not be expected to collect these books for marking. Any work that teachers wish to give feedback on will continue to be submitted online. Students will be told to bring their own reading book as the library will not be open. Students told not to share equipment Limit resources being handed to students 	SLT	8.06.20		
	<ul style="list-style-type: none"> by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently 		<ul style="list-style-type: none"> Students told not to share equipment Students have own desk and materials to clean made available 	SLT	8.06.20		
	<ul style="list-style-type: none"> although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is 		<ul style="list-style-type: none"> No practical planned for Year 10 return 				

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	occupied by the same children or young people in one day, or properly cleaned between cohorts						
Transport arrangements where necessary including:	<ul style="list-style-type: none"> taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts) 		NA				
	<ul style="list-style-type: none"> making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel 		<ul style="list-style-type: none"> Guidance will be shared 	SLT	8.06.20		
	<ul style="list-style-type: none"> ensuring that transport arrangements cater for any changes to start and finish times 		NA				
	<ul style="list-style-type: none"> making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus 		NA				
	<ul style="list-style-type: none"> making sure transport providers, as far as 		NA				

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	possible, follow hygiene rules and try to keep distance from their passengers						
	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible 		<ul style="list-style-type: none"> Will inform parents/carers of this advice 	SLT	8.06.20		
	<ul style="list-style-type: none"> local authorities or transport providers could consider the following: <ul style="list-style-type: none"> guidance or training for school transport colleagues substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out 		NA				

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<ul style="list-style-type: none"> communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 		NA				
4. Individual care if anyone becomes unwell							
Confirmed case of coronavirus in a setting	<ul style="list-style-type: none"> If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance 		<ul style="list-style-type: none"> Consult with First Aiders to ensure staff are willing to offer First Aid Child supervised in medical room. Parents contacted to collect child and told to follow COVID- 19 guidance Child allowed to return to school only when virus free (negative test) Parent to alert school outcome of test. Parents of all children in the 'bubble' informed of test result. If positive: All children and staff linked to that 'bubble' are informed. The educational offer to be reassessed on staff availability and pupil attendance. 	First Aider on duty	Ongoing		
	<ul style="list-style-type: none"> If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if 		<ul style="list-style-type: none"> Actions suggested will be adopted. All staff will be given copy of 'implementing protective measures' document and all cleaning and premises staff will be given 'cleaning in non-healthcare setting.' 	BAL WIL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	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.						
	<ul style="list-style-type: none"> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. 		<ul style="list-style-type: none"> Bathroom has been identified. Toilet will be closed for any other use. Cleaner on site to disinfect the toilet. Signing sheet to monitor cleaning in toilets. 	BAL	8.06.20		
	<ul style="list-style-type: none"> PPE should be worn by staff caring for the child while they await collection 		<ul style="list-style-type: none"> PPE made available Disposal instructions available and displayed. 	TCO	8.06.20		
	<ul style="list-style-type: none"> In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. 		<ul style="list-style-type: none"> School follows standard procedure 	All staff			
	<ul style="list-style-type: none"> If a member of staff has helped someone who was unwell with a new, 		<ul style="list-style-type: none"> Remaining students in 'bubble' to be taken to the handwashing station. Member of staff to wash hands. 	SLT BAL	8.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<p>continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>		<ul style="list-style-type: none"> Area to be disinfected. 				
Testing	<ul style="list-style-type: none"> Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in 		<ul style="list-style-type: none"> Make staff aware of testing available. 	SLT			

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<p>education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p>						
PPE	<ul style="list-style-type: none"> • Check availability and supply of PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs 		<ul style="list-style-type: none"> • PPE equipment available • No staff or student will be prevented from wearing a face covering • Guidance will be made available for appropriate use of PPE • All staff will be given copy of 'implementing protective measures' document 	BAL, TCO	1.06.20		

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Without additional controls	With additional controls
	<p>should continue to receive their care in the same way</p> <ul style="list-style-type: none"> • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a 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. 						