

**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)

<b>School:</b> St Ursula’s	<b>Assessment Date:</b> 15.05.2020  Last updated in February 2021. Any updates since shared made in purple.	<b>Assessed by:</b> SLT and St Ursula’s Premises Manager	<b>Approved by:</b>
----------------------------	---	--	---------------------

	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
<b>1. Planning and Organising</b>							
<b>Existing Health and Safety compliance and building considerations</b>	<ul style="list-style-type: none"> <li>Review your current Health and Safety Plans and undertake any existing actions.</li> </ul>	<ul style="list-style-type: none"> <li>Current Health and Safety policy is in place and is being followed</li> <li>BAL has existing risk assessment training</li> </ul>	<ul style="list-style-type: none"> <li>Conducting additional risk assessments which consider social distancing, additional hygiene, use of building, CPD/expectations for staff and students, cleaning etc</li> <li>Stored in premises folder</li> <li>Changes will be made to mitigate risk</li> <li>BAL to attend additional COVID-19 risk assessment CPD for school's reopening</li> </ul>	BAL	8.06.20		
	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Usual compliance checks are underway</li> </ul>	<ul style="list-style-type: none"> <li>Continue with compliance checks as per policy</li> <li>Plan in place for quick closure (e.g. not enough staff available so need to send students home or stop students coming in)</li> <li>Normal fire procedures not effective. Covid addendum for fire drill written.</li> <li>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.</li> <li>Staff briefing will continue to be held on a Tuesday. Additional briefings will be held as needed</li> </ul>	BAL	1.09.2020 then ongoing as required		

	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"> <li>Reporting system to be created to report immediate issues. This is an email to Admin.</li> </ul>				
	<ul style="list-style-type: none"> <li>Test all water systems, fire alarms, gas supply, kitchen equipment</li> </ul>	<ul style="list-style-type: none"> <li>Usual compliance checks are underway/have been conducted</li> </ul>	<ul style="list-style-type: none"> <li>Continue with compliance checks as per policy</li> <li>Consider additional checks to reassure those returning to work</li> </ul>	BAL	8.06.20 then as required		
	<ul style="list-style-type: none"> <li>Consider deep cleaning by professional cleaners</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning taking place in school</li> </ul>	<ul style="list-style-type: none"> <li>Further meeting needed with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff</li> <li>Meeting with catering team to discuss expectations and what additional cleaning they will need to provide and how they will protect their staff</li> <li>Regular cleaning has continued throughout the January lockdown of all spaces, with deeper cleaning taking place of frequently used spaces</li> <li>Students will be told to bring their own water bottles to school. Students have been advised that they can only refill bottles using drinking fountains and should not drink directly from fountains.</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan for September opening. This cleaning plan including enhanced cleaning will</li> </ul>	BAL	08.03.21		

	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
			continue to be followed when the school opens fully.				
	<ul style="list-style-type: none"> <li>Conduct health and safety inspection with the union health and safety representatives</li> </ul>	<ul style="list-style-type: none"> <li>Union rep has been consulted on key elements of lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Consult on plans with Union Rep and Governors. Continue to work with TUR and Governors on COVID arrangements.</li> <li>Health and Safety walk through with Governors (including Health and Safety Governor) and school union rep</li> </ul>	SLT, BAL, TUR and Governors	17.07.20 and ongoing to maintain communication		
<b>Staff Wellbeing</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>List collated of staff with underlying medical conditions</li> <li>Cascaded through LM with phone contact once per week as minimum</li> <li>Many departments communicate using WhatsApp groups</li> <li>Some contact via Zoom</li> <li>Counsellor and Chaplain have been made available for staff</li> </ul>	<ul style="list-style-type: none"> <li>Survey to assess staff wellbeing and feelings about returning to work in September. Repeat survey ahead of March return to school.</li> <li>Identify whether any staff member has been asked to shield and make arrangements to cover their duties</li> <li>School will attempt to mitigate risk and address fears</li> <li>Signpost counselling support to staff</li> <li>Review additional Risk Assessments for staff who have not returned to school</li> <li>Follow any advice for pregnant employees as pregnant women consider CV</li> <li>Conduct any additional risk assessments if informed an employee is pregnant, breastfeeding, or has given birth within the last 6 months</li> <li>Also share this guidance: <a href="https://www.gov.uk/government/p">https://www.gov.uk/government/p</a></li> </ul>	WIL NOR	08.03.21 and ongoing as required		

	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>ublications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding</p>				
	<ul style="list-style-type: none"> <li>Assess transport arrangements for all staff and parking arrangements as required</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal evidence of how staff commute to and from work</li> <li>Premises monitor car park</li> </ul>	<ul style="list-style-type: none"> <li>Survey to ascertain how staff would commute to and from work when they return to school. <i>This will be included in the above survey</i></li> <li>This will ensure parking can be made available if more staff members are choosing to drive</li> </ul>	WIL NOR	08.03.21		
	<ul style="list-style-type: none"> <li>Availability of supply staff to cover any vacancies or long-term absences</li> </ul>	<ul style="list-style-type: none"> <li>Supply staff were used before the <i>January</i> lockdown. <i>School had needed to use more supply staff than in a normal year due to staff members needing to isolate.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ascertain availability of cover staff</li> <li>Two additional cover teachers offered posts ahead of September</li> <li>Ensure cover staff are adequately briefed</li> </ul>	COL	As required		
	<ul style="list-style-type: none"> <li>Assess impact on individuals from the lockdown and any residual effects</li> </ul>	<ul style="list-style-type: none"> <li>Standard agenda item on line management agenda</li> </ul>	<ul style="list-style-type: none"> <li>Survey to assess staff wellbeing and feelings about returning to work. <i>Repeat this survey ahead of March return.</i></li> <li>Follow up calls to help identify support needed</li> <li>School will attempt to mitigate risk and address fears</li> </ul>	WIL NOR	08.03.21 and ongoing as required		
	<ul style="list-style-type: none"> <li>Assess staff expectations and any anxiety and perceived inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Standard agenda item on line management agenda</li> </ul>	<ul style="list-style-type: none"> <li>Survey to assess staff wellbeing and feelings about returning to work.</li> </ul>	WIL NOR	08.03.21 and		

	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>Repeat this survey ahead of March return.</p> <ul style="list-style-type: none"> <li>School will attempt to mitigate risk and address fears</li> <li>Staff to be invited to visit school before wider opening begins</li> <li>Staff briefing to be held at the end of the first week in September to provide staff with another forum for raising suggestions/making changes to smooth running of school during this time. ADA to continue to ask staff for their thoughts throughout the term(s). Continue to encourage staff for feedback following March lockdown return.</li> </ul>		ongoing as required		
<b>Review Pupil well-being and Risk assessments</b>	<ul style="list-style-type: none"> <li>Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk?</li> </ul>	<ul style="list-style-type: none"> <li>Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable</li> <li>Each student receives one phone call from school per week in addition to communication with staff via Google Classrooms and other accepted online platforms</li> </ul>	<ul style="list-style-type: none"> <li>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. Pastoral team to repeat this survey with all year groups ahead of March return.</li> <li>Aim to mitigate anxieties (e.g. additional CPD for staff to help deal with new anxieties e.g. bereavement)</li> </ul>	SLT	08.03.21		

	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"> <li>Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable</li> <li>Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms</li> </ul>	<ul style="list-style-type: none"> <li>Clear explanations to be provided by school on the expectations re: social distancing and the reasons for social distancing</li> <li>Ensure signage and markings are clear for all students</li> <li>Check these are understood by most vulnerable</li> <li>TAs to work following social distancing</li> <li>No equipment to be shared</li> <li>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</li> <li>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.</li> <li>Deliver SLT expectations to all form groups in September. Repeat assemblies as part of March return.</li> </ul>	SLT and CFE	<p>Before students return in September.</p> <p>Assemblies to be completed in first two weeks.</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable</li> <li>Each student receives one phone call from</li> </ul>	<ul style="list-style-type: none"> <li>Seek advice on revisions that will need to be made to restraint policy</li> <li>Students in zoned groups</li> <li>Will use prior knowledge to mitigate social conflict</li> <li>Students and families will be made aware of updated COVID related behaviour expectations</li> <li>In the event of an inadvertent oversight, student will be reminded</li> </ul>	SLT	8.03.21		

	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
		school per week in addition to communication with staff via SHMW and other accepted online platforms	<p>of the need to follow the guidelines in order to keep themselves and others safe. Sanctions may be put in place (e.g. detentions, isolation)</p> <ul style="list-style-type: none"> <li>In the event of deliberate contravention of the guidelines, the student will be reminded by an SLT member of the need to follow the guidelines in order to keep themselves and others safe. Sanctions may be put in place (e.g. detentions, isolation)</li> <li>If this behaviour persists, the student will be instructed to go home and parents/carers will be informed</li> </ul>				
	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable</li> <li>Each student receives one phone call from school per week in addition to communication with staff via SHMW and other accepted online platforms</li> </ul>	<ul style="list-style-type: none"> <li>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. <b>Re-do ahead of March reopening.</b></li> <li>Research bereavement training for staff so that they feel confident in supporting students</li> <li>Share the recovery curriculum documents with staff</li> </ul>	SLT	8.03.21		
	<ul style="list-style-type: none"> <li>For primary school classes configure class</li> </ul>	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
Class group and size configuration	group in no more than 15 pupils per small group and one teacher and if needed a teaching assistant.						
	<ul style="list-style-type: none"> <li>For pre-school children in early years settings, the staff ratios within the early years foundation stage continue to apply and used to group these children</li> </ul>	NA	NA	-	-		-
	<ul style="list-style-type: none"> <li>Each group should be a consistent group and that year group stays away from other people and groups</li> </ul>	NA	<ul style="list-style-type: none"> <li>Guidance <b>suggests</b> that secondary schools should have year group bubbles</li> <li>Zones will be used to minimise contact between year groups</li> <li>Year group bubbles will have staggered arrival and dismissal</li> <li>Year group bubbles will have staggered lunches and breaks</li> <li>New signage to be in place for September</li> <li>Additional signage to be added to floors on M corridor to show students where they need to line up</li> </ul>	BAL	1.09.2020		
	<ul style="list-style-type: none"> <li>Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 pupils</li> </ul>	<ul style="list-style-type: none"> <li><b>This was in place between March 20-Sept 20.</b></li> <li><b>Put in place again for January lockdown.</b></li> </ul>	<ul style="list-style-type: none"> <li>No longer applicable as in classes in bubbles with rest of year group</li> </ul>	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
<b>Refresh the timetable</b>	<ul style="list-style-type: none"> <li>which lessons or activities will be delivered</li> </ul>	<ul style="list-style-type: none"> <li>A normal timetable is being followed online</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	SLT Teachers	1.09.20		
	<ul style="list-style-type: none"> <li>consider which lessons or classroom activities could take place outdoors</li> </ul>	NA	<ul style="list-style-type: none"> <li>PE lessons to be outside as much as possible as per Government</li> </ul>	SLT	Ahead of Phase 2		
	<ul style="list-style-type: none"> <li>use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> </ul>	NA	<ul style="list-style-type: none"> <li>Zones will be in place for each year group</li> <li>KS3 will remain in allocated room for majority of lessons</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>stagger assembly groups</li> </ul>	NA	<ul style="list-style-type: none"> <li>Assemblies not allowed in current guidance. Collective worship and/or assemblies will need to take place in forms <i>and/or delivered virtually.</i></li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>stagger break times (including lunch), so that all children are not moving around the school at the same time</li> </ul>	NA	<ul style="list-style-type: none"> <li>Year groups to remain in year group bubbles during break and lunch to avoid contact with other year groups</li> </ul>	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
Curriculum & Transition	<ul style="list-style-type: none"> <li>Balancing the need for remedial work and “catch up” with the social/emotional needs of the children &amp; young people</li> </ul>	<ul style="list-style-type: none"> <li>Academic work being set</li> <li>Form tutors still have regular contact</li> <li>Wellbeing resources are being provided</li> </ul>	<ul style="list-style-type: none"> <li>Combination of metacognition (especially self-regulation), wellbeing and academic content to be balanced</li> <li>Staff INSET will focus on this</li> <li>PSHE on return will focus on how to adapt to face to face teaching after this period of online learning</li> </ul>	SLT and teacher delivering in school sessions	Easter 21		
	<ul style="list-style-type: none"> <li>Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are doing their best to support students who are struggling remotely</li> <li>School is making contact with all pupils to offer support</li> <li>Resources to support are being provided where possible</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SOW to ensure work missed is interleaved and students who have opportunities to learn content provided during lockdown</li> <li>Make this a focus of LMM</li> <li>Revisit discussion as part of LMM following January lockdown</li> </ul>	HODs	LMM discussion before Easter		
	<ul style="list-style-type: none"> <li>Maximising impact of additional adults matched to those identified pupils who need the support most</li> </ul>	<ul style="list-style-type: none"> <li>TAs are supporting EHCP students and other students on the SEN register whilst at home</li> <li>Currently making weekly phone contact with EHCPs, CLAs, children with a social worker and other students who the school class as vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Assess greatest need and identify gaps, assign staff to support</li> </ul>	CFE and SLT	In place – evaluative 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"> <li>Managing transition (at all stages) to best support the next stage of learning</li> </ul>	<ul style="list-style-type: none"> <li>Initial thinking about how to support transition whilst working remotely underway</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Year 7 to lead on effective and safe transition with support of SLT</li> </ul>	ODO and ECA	2.09.20		
	<ul style="list-style-type: none"> <li>Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils)</li> </ul>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>All primaries need to be contacted to gather teacher predictions, pupil files, safeguarding files and information they have on students' home circumstances during lockdown</li> </ul>	ODO and ECA	17.07.20		
	<ul style="list-style-type: none"> <li>Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Plan for sharing best practice between primary and secondary school</li> </ul>	ODO and ECA	17.07.20		
	<ul style="list-style-type: none"> <li>Summer schools opportunities (as discussed with Secondary colleagues)</li> </ul>	<ul style="list-style-type: none"> <li>Do not normally run a summer school</li> </ul>	<ul style="list-style-type: none"> <li>Will evaluate feasibility of this in current climate</li> </ul>	ODO and ECA	17.07.20	Decision not yet made	Decision not yet made
<b>Classroom and learning environment layout</b>	<ul style="list-style-type: none"> <li>Organise classrooms and other learning environments</li> </ul>	NA	<ul style="list-style-type: none"> <li>Zones will be in place for each year group</li> <li>KS3 will remain in allocated room for majority of lessons</li> <li>Teacher zone in place in all classrooms</li> <li>Staff member should avoid leaving the marked space at the front of the classroom</li> <li>Each form room should have a visualiser to support with teaching (e.g. if staff member uses the</li> </ul>	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
			visualiser they will not need to exit the box to use the whiteboard)				
	<ul style="list-style-type: none"> <li>Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously.</li> </ul>	NA	<ul style="list-style-type: none"> <li>Practical subjects to follow Government guidance, subject guidance and CLEAPS guidance.</li> </ul>	FRA and PER	Ongoing		
	<ul style="list-style-type: none"> <li>Remove unnecessary items from classrooms and other learning environments.</li> </ul>	NA	<ul style="list-style-type: none"> <li>Remove unnecessary items from spaces being used</li> <li>Staff members given allocated days to clear rooms, remove unnecessary paper and make use of cupboards</li> </ul>	BAL	1.09.20		
	<ul style="list-style-type: none"> <li>Remove soft furnishings that are hard to clean.</li> </ul>	NA	<ul style="list-style-type: none"> <li>Remove any soft furnishings in all rooms</li> </ul>	BAL	For Yr 10: 8.06.20		
	<ul style="list-style-type: none"> <li>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.</li> </ul>	NA	<ul style="list-style-type: none"> <li>Cleaning packs (e.g. wipes, gloves) will be available in the rooms</li> <li>Zones will be in place for each year group</li> <li>KS3 will remain in allocated room for majority of lessons</li> </ul>	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"> <li>In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>		<ul style="list-style-type: none"> <li>Cleaning company will deep clean each day</li> <li>Zones will be in place for each year group</li> <li>KS3 will remain in allocated room for majority of lessons</li> <li>KS3 will have an allocated desk/seat on seating plan</li> <li>KS4 to follow seating plans</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>accessing rooms directly from outside where possible</li> </ul>	NA	<ul style="list-style-type: none"> <li>Each zone will have own route</li> <li>Routes will maximise time outside</li> </ul>	BAL	1.09.2020		
	<ul style="list-style-type: none"> <li>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</li> </ul>	NA	<ul style="list-style-type: none"> <li>Have considered a one-way system, but each group will have a designated zone. <b>See route map.</b></li> <li>All staff and students encouraged to avoid stopping for corridor conversations as distancing cannot be maintained</li> <li>PowerPoint slide created reinforcing expectations for movement through corridors. Staff asked to display at end of lessons.</li> </ul>	BAL	1.09.2020		
	<ul style="list-style-type: none"> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> </ul>	NA	<ul style="list-style-type: none"> <li>Zones for break and lunches</li> <li>Will use additional locations for break and lunch</li> </ul>	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"> <li>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>	NA	<ul style="list-style-type: none"> <li>Zones for break and lunches</li> <li>Will use additional locations for break and lunch</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>	NA	<ul style="list-style-type: none"> <li>Each year group to have a different toilet to other year groups who share their break/lunch</li> <li>Black and white corridor toilet to be designated toilet used during lessons</li> </ul>	BAL	1.09.2020		
	<ul style="list-style-type: none"> <li>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 meaningful symbols, and social stories to support them in understanding how to follow rules)</li> </ul>	NA	<ul style="list-style-type: none"> <li>Assess greatest need and identify gaps, assign staff to support</li> </ul>	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
Shared Space	<ul style="list-style-type: none"> <li>use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.</li> </ul>	NA	<ul style="list-style-type: none"> <li>Will stagger where students go for break/lunch to keep in year group bubbles</li> <li>Will use additional locations for break/lunch</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>	NA	<ul style="list-style-type: none"> <li>Will stagger where students go for break/lunch to keep in year group bubbles</li> <li>Will use additional locations for break/lunch</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>stagger the use of staff rooms and offices to limit occupancy</li> </ul>	NA	<ul style="list-style-type: none"> <li>Staff room will need to be reorganised to allow for social distancing</li> <li>Suggest to staff that they limit the amount of time spent in communal areas. Staff room to be used to access the fridge and making hot drinks.</li> <li>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.</li> </ul>	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"> <li>Need to find alternative workspaces for staff as will not necessarily have classroom bases</li> <li>Extra lunch space made available to staff. Make an outside space available when weather allows.</li> <li>All teachers provided with a Chromebook to use allowing more flexibility of working when on site</li> </ul>				
Outdoor space	<ul style="list-style-type: none"> <li>Maximise the use of outdoor space for outdoor education, exercise and breaks</li> </ul>	NA	<ul style="list-style-type: none"> <li>Break will be outside where possible</li> <li>Wet break arrangements will be put in place</li> <li>PE lessons to follow Gov. guidance</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>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 <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>	NA	<ul style="list-style-type: none"> <li>PE lessons to follow Gov. guidance</li> </ul>	PE staff	1.09.2020		
Start and end of day	<ul style="list-style-type: none"> <li>stagger drop-off and collection times</li> </ul>	NA	<ul style="list-style-type: none"> <li>Staggered arrival and dismissal times</li> <li>Different entrances</li> <li>Signage indicating routes and zones</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> </ul>	NA	<ul style="list-style-type: none"> <li>Parents/carers not able to drop outside school. Will not be allowed to drive down gravel path as per usual.</li> </ul>	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"> <li>Communication with parents in all year groups needed to make expectations clear</li> </ul>				
<b>Travel arrangements</b>	<ul style="list-style-type: none"> <li>Assess the availability of transport and the arrangements being made by transport providers</li> </ul>	NA	<ul style="list-style-type: none"> <li>Consult with staff re: travel arrangements e.g. some staff may wish to drive who do not normally</li> <li>Check status of regular services</li> <li>Share the safer travel guidance</li> </ul>	SLT	1.09.2020		
	<ul style="list-style-type: none"> <li>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 <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> </ul>	NA	<ul style="list-style-type: none"> <li>Many students have to use public transport to get to St Ursula's</li> <li>Share the safer travel guidance</li> </ul>	SLT	1.09.2020		
<b>2.</b>	<b>Communicating your plans and supporting individuals</b>						
<b>Children, parents and carers</b>	<ul style="list-style-type: none"> <li>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 <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Communicated pre lockdown and also in place for key workers</li> </ul>	<ul style="list-style-type: none"> <li>Will send communication to remind parents/carers of this before more students return. <b>This will be re-shared ahead of March return.</b></li> <li>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.</li> <li>Any visitors will no longer sign in; reception will sign them in for a fire register.</li> </ul>	SLT	8.03.21		

	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"> <li>Any documents that need to be shared will be done following social distancing guidelines.</li> <li>Not expecting many 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.</li> <li>Share this in SLT expectations assembly</li> </ul>				
	<ul style="list-style-type: none"> <li>Parents to inform the school is anyone in the house is displaying symptoms</li> </ul>	NA	<ul style="list-style-type: none"> <li>Will communicate this to parents/carers before return. <b>This will be re-shared ahead of March return.</b></li> <li>Add this guidance into the weekly</li> </ul>	SLT	8.03.21		
	<ul style="list-style-type: none"> <li>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> </ul>	NA	<ul style="list-style-type: none"> <li>Will communicate this to parents/carers before return. <b>This will be re-shared ahead of March return.</b></li> </ul>	SLT	8.03.21		
	<ul style="list-style-type: none"> <li>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)</li> </ul>	NA	<ul style="list-style-type: none"> <li>Will communicate this to parents/carers before return. <b>This will be re-shared ahead of March return.</b></li> </ul>	SLT	8.03.21		
	<ul style="list-style-type: none"> <li>make clear to parents that they cannot gather at entrance gates or</li> </ul>	<ul style="list-style-type: none"> <li>Cancelled all face to face meetings</li> </ul>	<ul style="list-style-type: none"> <li>Will communicate this to parents/carers before return. <b>This</b></li> </ul>	SLT	8.03.21		

	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)		<p>will be re-shared ahead of March return.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>				
	<ul style="list-style-type: none"> <li>also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing and PSHE programme being shared remotely</li> </ul>	<ul style="list-style-type: none"> <li>PSHE will continue</li> </ul>	KER and pastoral team	08.03.21		
	<ul style="list-style-type: none"> <li>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> </ul>	<ul style="list-style-type: none"> <li>On-going communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>Will communicate this to parents/carers before return. This will be re-shared ahead of March return.</li> <li>Share links with parents via newsletter and website</li> <li>Emails to be sent to alert parents of the resource</li> <li>Risk assessments to be placed on website</li> <li>COVID link available to streamline parental access to updates and information from school. Includes FAQ section.</li> <li>Email parents for up to date contact details.</li> </ul>	SLT	08.03.21		
<b>Children</b>	<ul style="list-style-type: none"> <li>use age appropriate materials to explain and maintain social distancing</li> </ul>		<ul style="list-style-type: none"> <li>Colour coded signage to ensure social distancing</li> <li>Maps for evacuation routes displayed through the building</li> </ul>	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"> <li>Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not)</li> </ul>	<ul style="list-style-type: none"> <li>All families are contacted by staff weekly</li> <li>Vulnerable pupils contacted weekly by SLT</li> <li>Safeguarding amended document in place and shared via the website.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant CPD provided for all staff prior to return in September on Bereavement and Mental Health and Well-being.</li> <li>Chaplain and Counsellor to be available to address any concerns</li> <li>Pastoral team have completed 2 day 'Rainbows' training (CPD for grief)</li> </ul>	KER and pastoral team	Ongoing, support may be needed throughout		
	<ul style="list-style-type: none"> <li>Promote understanding of the different experiences for our children and young people during lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Positive activities have provided pupils with an outlet to support others in community</li> <li>Form time activities focussed on well-being and community</li> </ul>	<ul style="list-style-type: none"> <li>Form time activities to focus on the experience of pupils during lockdown</li> <li>Evaluate and celebrate the positive aspects of lockdown</li> <li>Celebration wall of work during COVID.</li> </ul>	KER and pastoral team	Ongoing		
	<ul style="list-style-type: none"> <li>Consider how pupils with specific needs are reintegrated</li> </ul>	<ul style="list-style-type: none"> <li>SENCO has weekly contact with pupils who have an EHCP</li> <li>RA for EHCP</li> </ul>	<ul style="list-style-type: none"> <li>Consider transition of SEN pupils from Yr. 6</li> <li>SENCO to be available when needed for key children and support plans put in place.</li> <li>Social time to be structured for specific pupils</li> </ul>	CFE, SLT	8.06.20		
	<ul style="list-style-type: none"> <li>Deliver activities that focus on relationships – adult/pupil, pupil/pupil</li> </ul>	<ul style="list-style-type: none"> <li>Contact with all pupils via telephone contact and SMHW</li> <li>Pupils encouraged to link with each other via school rooms</li> </ul>	<ul style="list-style-type: none"> <li>Consider how more opportunities can be incorporated for forms to be with their tutor (e.g. enrichment opportunities)</li> <li>PSHE curriculum adapted to meet need of pupils post COVID</li> </ul>	KER and pastoral team	8.06.20		
<b>Staff</b>	<ul style="list-style-type: none"> <li>communicate frequently</li> </ul>	<ul style="list-style-type: none"> <li>Weekly communication from HT</li> </ul>	<ul style="list-style-type: none"> <li>Further communication as necessary</li> <li>Encourage staff to speak with SLT and/or email with</li> </ul>	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"> <li>Line management meeting fortnightly with weekly catch up with LM.</li> <li>HODs communicate on a weekly basis with staff</li> </ul>	suggestions/improvements/queries or concerns. Remind of this throughout the term(s).				
	<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>Have communicated expectations for home learning.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessment made available to all</li> <li>Risk Assessment shared with Union rep</li> <li>Email written to staff in collaboration with Union rep</li> <li>Inset given as required for any return</li> <li>Ensure all staff complete a 'site walk' as part of their training</li> </ul>	SLT, TUR	1.06.20		
	<ul style="list-style-type: none"> <li>Consider the support needs of staff and put in place interventions to support everybody's mental health</li> </ul>	<ul style="list-style-type: none"> <li>Chaplain and counsellor available for staff</li> <li>Employee assistance scheme</li> <li>Cycle to work scheme</li> <li>Consideration is given to staff</li> </ul>	<ul style="list-style-type: none"> <li>To continue existing support of staff</li> <li>Signpost any help lines as required.</li> <li>Remind of staff help lines at the start of term and in weekly staff bulletin</li> </ul>	SLT	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
<b>Contractors and suppliers</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff</li> <li>Make orders a required</li> <li>Deep clean to take place ahead of opening</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> <li>discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with cleaning supervisor to discuss expectations and what additional cleaning they will be providing and how they will protect their staff</li> <li>Make orders a required</li> <li>Deep clean to take place ahead of opening</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>	BAL WIL	8.06.20		
<b>3. Daily Arrangements when open</b>							
<b>Daily Arrangements - Keeping Cohorts Together</b>	<ul style="list-style-type: none"> <li>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> </ul>		<ul style="list-style-type: none"> <li>See attached plan.</li> </ul>	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"> <li>ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> </ul>		<ul style="list-style-type: none"> <li>See attached plan.</li> </ul>	SLT, BAL	8.06.20		
	<ul style="list-style-type: none"> <li>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>		<ul style="list-style-type: none"> <li>See attached plan.</li> </ul>	SLT, BAL	8.06.20		
<b>Cleaning and Hygiene</b>	<ul style="list-style-type: none"> <li>review the arrangements for routine maintenance of the premises - follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>		<ul style="list-style-type: none"> <li>Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>	BAL	8.06.20		
	<ul style="list-style-type: none"> <li>ensure that sufficient handwashing facilities are available. Where a sink is</li> </ul>		<ul style="list-style-type: none"> <li>Hand sanitiser outside each room used</li> <li>Hygiene boxes in each room</li> </ul>	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"> <li>Each 'bubble' has own toilet facilities</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>				
	<ul style="list-style-type: none"> <li>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul>		<ul style="list-style-type: none"> <li>Students to clean table and chair following each session and before lunch</li> <li>Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> <li>ensure that all adults and children: <ul style="list-style-type: none"> <li>frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>are encouraged not to touch their mouth, eyes and nose</li> <li>use a tissue or elbow to cough or sneeze</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Expectations made clear to students and staff</li> <li>All students and staff to use hand sanitiser on arrival</li> <li>Hand sanitiser in key locations around the building</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> <li>Additional signage to be displayed around the building</li> </ul>	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"> <li>ensure that help is available for children and young people who have trouble cleaning their hands independently</li> </ul>	NA	NA				
	<ul style="list-style-type: none"> <li>consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> </ul>	NA	NA				
	<ul style="list-style-type: none"> <li>ensure that bins for tissues are emptied throughout the day</li> </ul>	NA	<ul style="list-style-type: none"> <li>Discuss COVID-19 cleaning of non-healthcare settings guidance with cleaning company</li> <li>Adapted cleaning will take place each day. Cleaning company to update cleaning plan.</li> </ul>	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> <li>where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> </ul>		<ul style="list-style-type: none"> <li>Windows open in rooms chosen</li> <li>Big spaces selected for groups</li> <li>March guidance advises that in cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks/when the room is empty to purge the air in the space</li> <li>Forms to allocate individuals responsible for ensuring windows are opened more fully when class exiting</li> </ul>	All staff	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"> <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> </ul>		<ul style="list-style-type: none"> <li>Classroom doors to be kept open</li> <li>Door handle cleaning included in enhanced cleaning plan</li> <li>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.</li> </ul>	All staff	Ongoing		
	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Order additional supplies from in house cleaning company</li> </ul>	BAL	Ongoing, as required		
	<ul style="list-style-type: none"> <li>there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</li> </ul>		Will share guidance with students and parents	SLT	8.06.20		
<b>Reduce Mixing of Groups</b>	<ul style="list-style-type: none"> <li>accessing rooms directly from outside where possible</li> </ul>		<ul style="list-style-type: none"> <li>See attached map</li> <li>Walk through routes with staff and students when on site in September</li> <li>Staff to complete site walk ahead of student return</li> </ul>	BAL	Sept 20		
	<ul style="list-style-type: none"> <li>considering one-way circulation, or place a divider down the middle of the corridor to keep</li> </ul>		<ul style="list-style-type: none"> <li>One-way system not possible</li> <li>Designated routes in place</li> </ul>	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
	groups apart as they move through the setting where spaces are accessed by corridors		<ul style="list-style-type: none"> <li>Have put groups in different locations to reduce contact in corridors</li> </ul>				
	<ul style="list-style-type: none"> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> </ul>		<ul style="list-style-type: none"> <li>Breaks and lunch space to take place in different locations from normal</li> <li>Students allowed to eat outside</li> </ul>	SLT	Sept 20		
	<ul style="list-style-type: none"> <li>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>		<ul style="list-style-type: none"> <li>Students to have designated lunch space and to be reminded to wash hands before and after eating</li> <li>Cleaning schedule in place for cleaning dining hall and Hilltops between bubbles.</li> </ul>	SLT	Sept 20		
	<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		<ul style="list-style-type: none"> <li>Each year group to have allocated toilet facilities at lunch</li> <li>Social distancing will be maintained</li> <li>Toilets will be supervised</li> <li>All students to use black and white corridor toilets during lessons</li> </ul>	BAL	8.06.20		
	<ul style="list-style-type: none"> <li>noting that some children and young people will need</li> </ul>		<ul style="list-style-type: none"> <li>Signage to be in place</li> </ul>	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
	additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)						
<b>Use of Outdoor Space</b>	<ul style="list-style-type: none"> <li>for exercise and break</li> </ul>		<ul style="list-style-type: none"> <li>Breaks and lunch space to take place in different locations from normal</li> <li>Students allowed to eat outside</li> </ul>	SLT	Sept 20		
	<ul style="list-style-type: none"> <li>for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> </ul>		<ul style="list-style-type: none"> <li>PE using outdoor space when weather allows</li> </ul>	SLT	Sept 20		
	<ul style="list-style-type: none"> <li>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 <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		<ul style="list-style-type: none"> <li>PE to follow Gov Guidance</li> </ul>	NA	NA		
<b>Shared space</b>	<ul style="list-style-type: none"> <li>use halls, dining areas and internal and external</li> </ul>		<ul style="list-style-type: none"> <li>Breaks and lunches to take place in different locations from normal</li> </ul>	SLT	Sept 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>sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>		<ul style="list-style-type: none"> <li>Physical activities would be planned in conjunction with PE Department to ensure health and safety</li> </ul>				
	<ul style="list-style-type: none"> <li>stagger the use of staff rooms and offices to limit occupancy</li> </ul>		<ul style="list-style-type: none"> <li>Fewer members of staff on site if Year 10 return. Additional spaces can be organised if required.</li> <li>Staff room to be deep cleaned</li> <li>Computers marked off</li> <li>Soft furnishing to be removed</li> <li>Suggest to staff that they limit the amount of time spent in communal area e.g. staff room should be used for the fridge and making hot drinks.</li> <li>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.</li> </ul>	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"> <li>Additional space for staff to eat has been made available, including an outdoor space whilst the weather allows.</li> </ul>				
Shared resources	<ul style="list-style-type: none"> <li>by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> </ul>		<ul style="list-style-type: none"> <li>Students will be instructed to bring in their own pencil cases</li> <li>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 or quarantined by staff if submitted in person.</li> <li>Students will be told to bring their own reading book as the library will not be open.</li> <li>Students told not to share equipment</li> <li>Limit resources being handed to students</li> </ul>	SLT	8.06.20		
	<ul style="list-style-type: none"> <li>by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> </ul>		<ul style="list-style-type: none"> <li>Students told not to share equipment</li> </ul>	SLT	8.06.20		
	<ul style="list-style-type: none"> <li>although practical lessons can go ahead if</li> </ul>		<ul style="list-style-type: none"> <li>No practical planned for Year 10 return in June 20</li> </ul>				

	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
	equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts		<ul style="list-style-type: none"> <li>September: practical subjects following Gov guidance. Practical subjects escorting students to and from practical spaces if they feel they can accommodate practical work in their subject in line with Gov. guidance</li> </ul>				
Transport arrangements where necessary including:	<ul style="list-style-type: none"> <li>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)</li> </ul>		NA				
	<ul style="list-style-type: none"> <li>making sure schools, parents and young people follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> </ul>		<ul style="list-style-type: none"> <li>Guidance will be shared</li> </ul>	SLT	8.06.20		
	<ul style="list-style-type: none"> <li>ensuring that transport arrangements cater for any changes to start and finish times</li> </ul>		NA				
	<ul style="list-style-type: none"> <li>making sure transport providers do not work if they or a member of their household are displaying</li> </ul>		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
	any symptoms of coronavirus						
	<ul style="list-style-type: none"> <li>making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</li> </ul>		NA				
	<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>Will inform parents/carers of this advice</li> </ul>	SLT	8.06.20		
	<ul style="list-style-type: none"> <li>local authorities or transport providers could consider the following: <ul style="list-style-type: none"> <li>guidance or training for school transport colleagues</li> <li>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</li> <li>cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to</li> </ul> </li> </ul>		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
	help passengers spread out						
	<ul style="list-style-type: none"> <li>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul>		NA				
<b>4. Individual care if anyone becomes unwell</b>							
Confirmed case of coronavirus in a setting	<ul style="list-style-type: none"> <li>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a></li> </ul>		<ul style="list-style-type: none"> <li>Consult with First Aiders to ensure staff are willing to offer First Aid</li> <li>Individual supervised in medical room.</li> <li>If child, parents contacted to collect child and told to follow COVID- 19 guidance</li> <li>Parent/staff member to alert school outcome of test.</li> <li>If individual tests positive, they will be required to isolate. If negative, can return to school if well.</li> <li>If someone in the St Ursula’s community tests positive and they have been in school for 48 hours ahead of testing positive if asymptomatic or when displaying symptoms, school will follow Gov Guidance and contact local health team for guidance re: track and trace. This guidance will then be followed.</li> <li>Letters will be sent confirming expected return dates</li> </ul>	First Aider on duty in conjunction with SLT	Ongoing, as required		

	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"> <li>Work will be set for students isolating, assuming they are well</li> <li>Staff isolating will work from home, assuming they are well</li> <li>Wellbeing calls to made weekly to anyone isolating</li> </ul>				
	<ul style="list-style-type: none"> <li>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> </ul>		<ul style="list-style-type: none"> <li>Actions suggested will be adopted: PE changing room will be used as COVID First Aid room. First Aid toilet is next to the Hall.</li> <li>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.'</li> </ul>	BAL WIL	8.06.20		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>COVID toilet is next to the main hall</li> <li>Toilet will be closed for any other use.</li> <li>Cleaner on site to disinfect the toilet.</li> <li>Signing sheet to monitor cleaning in toilets.</li> </ul>	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"> <li>PPE should be worn by staff caring for the child while they await collection</li> </ul>		<ul style="list-style-type: none"> <li>PPE made available</li> <li>Disposal instructions available and displayed.</li> </ul>	TCO	8.06.20		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>School follows standard procedure</li> </ul>	All staff			
	<ul style="list-style-type: none"> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with</li> </ul>		<ul style="list-style-type: none"> <li>Remaining students in 'bubble' to be taken to wash hands.</li> <li>Member of staff to wash hands.</li> <li>Area to be disinfected.</li> </ul>	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
	normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> .						
Testing	<ul style="list-style-type: none"> <li>Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the <a href="#">full list of essential workers</a>. 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.</li> </ul>		<ul style="list-style-type: none"> <li>Make staff aware of testing available.</li> <li>From January 2021, on site lateral flow testing has been available at STU twice per week. This testing is conducted by the Greenwich testing team.</li> <li>From March 2021, testing provision will be expanded on site for the first two weeks of full opening. This is to allow all students to be tested three times. The first test is on entry to school and the other tests follow 3-5 days later.</li> <li>After this, students will be provided with tests to use twice per week at home.</li> <li>Staff will be provided with tests to use at home.</li> <li>Please note: testing is voluntary but consent is being sought for all students.</li> <li>If any member of the community receives a positive lateral flow test,</li> </ul>	SLT	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
			<p>they will be asked to leave the site and book a PCR test to confirm if they have COVID-19.</p> <ul style="list-style-type: none"> <li>If PCR is positive, the individual will need to isolate in line with Government guidance.</li> </ul>				
PPE	<ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>PPE equipment available for first aiders</li> <li>Guidance will be made available for appropriate use of PPE</li> <li>All staff will be given copy of 'implementing protective measures' document</li> <li>All staff provided with a face shield</li> <li>Following Government update in August, face coverings will now be worn by all members of the community in corridors. Staff will wear masks whenever social distancing isn't possible. Students will not be expected to wear in classrooms but can if they wish.</li> <li>Please note: some students will be exempt from wearing face coverings. This applies to those who cannot put on, wear or remove a face covering because of a physical impairment, disability, illness or mental health difficulty, speak to or provide help to someone who</li> </ul>	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>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.</p>		<p>relies on lip reading, clear sound or face expression.</p> <ul style="list-style-type: none"> <li>October update: LA informed that shields should not be worn as an alternative to face coverings. Colleagues updated that shields can be used in conjunction with face covering but not instead of.</li> <li>March guidance advises that students and staff should wear face coverings in classrooms or during activities unless social distancing can be maintained. This does not apply on situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity (e.g. PE lessons). The Government will review this guidance at Easter.</li> <li>If student/staff are unable to wear a face covering for these reasons, they will be given a lanyard showing they are exempt.</li> <li>Masks do not need to be worn outside</li> </ul>				

**Updated guidance on close contact:**

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)

- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
  - face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre
  - been within 1 metre for 1 minute or longer without face-to-face contact
  - sexual contacts
  - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
  - travelled in the same vehicle or a plane