

# HOLY TRINITY C of E PRIMARY SCHOOL

## RISK ASSESSMENT – RETURN TO SCHOOL

Purple = updated for 22.06.20 return of Years 2-5

Green = updated for 07.09.20 full reopening

Red = updated 1<sup>st</sup> October 2020

Blue = updated 5<sup>th</sup> November 2020 (following new national lockdown)

Please refer to [Guidance for full opening of schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Whilst assessing all risks, the following are to be implemented in order of priority:

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.
4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, PPE should be used in circumstances where the guidance says it is required.

No	Theme (‘Hierarchy of Controls’)	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
<p>The overarching principle to apply in school is to reduce the number of contacts between children and staff. This can be achieved through keeping groups separate and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"><li>• Children’s ability to distance</li><li>• The layout of the school</li><li>• The feasibility of keeping distinct groups separate while still offering a broad curriculum.</li></ul> <p>Endeavouring to keep groups at least partially separate and minimizing contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p>							
I	Unwell/ suspected unwell individuals, taking swift	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, or have tested positive in the last 7 days, do not attend school, and ensuring anyone developing those symptoms during the school day is sent home.	Communication to be sent out to parents and staff about symptoms, and what to do in the event of a child displaying symptoms. Posters to be displayed. All staff to be aware of symptoms.	✓			✓

	<p><b>action to contact the local health protection team, and use of NHS Test and Trace</b></p>	<ul style="list-style-type: none"> <li>Plan the school level response should someone fall ill on site (following 'Implementing Protective Measures' additional questions guidance).</li> <li>All pupils who show symptoms to be isolated as soon as they appear in a specific space.</li> <li>All staff who show symptoms to be supported to return home as soon as possible.</li> <li>All symptomatic staff and pupils to be guided towards testing opportunities.</li> <li>Set aside space for symptomatic people to isolate before they go home.</li> <li>Staff supporting any symptomatic child should wear PPE.</li> </ul> <p><b>Swift action to report and work with local health protection team and NHS Test and Trace</b></p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19), as per the Local Authority's flow chart.</p> <p>Schools must ensure they understand the flowchart and the NHS Test and Trace process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>book a test if they are displaying symptoms.</li> <li>provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul>	<p>School Bulletin used to reiterate COVID symptoms and to indicate when a test is needed. School bulletin used to communicate the differences between the symptoms of COVID, common cold and flu.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p> <p>Stay at home guidance must be strictly adhered to.</p> <p>Staff/parents to be informed of availability of testing and be asked to have a test. If the test is positive, then they must engage with the NHS Test and Trace scheme. Schools will be given some testing kits to hand to anyone displaying symptoms.</p> <p>September Bulletins used to reiterate this advice</p> <p>All to be informed if a child/adult in their bubble has been tested positive – if anyone tests positive then the Headteacher must contact the local Public Health Team for further advice. The team will make the decision as to who needs to self-isolate, following their rapid risk assessment of the situation.</p> <p>If a child or adult displays symptoms (new, continuous cough, or a high temperature, or has a loss of, or change in, their normal sense of taste or smell) whilst in school, they are to be isolated in the Faith Room (our isolation room). This will allow the adult collecting the ill child to enter school via the door to the car park, and exit via this door to avoid the potentially infected child from walking through the school. The Faith Room to be cleaned thoroughly (with adult cleaning wearing PPE).</p> <p>PPE purchased for use by the person supervising the isolated child.</p> <p>The child must self-isolate for 10 days (NB this guidance changed August 2020) and should arrange to have a test to see if they have COVID-19.</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period</p>				
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			<p>from the day they develop symptoms. Other members of their household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Touch-free thermometer purchased. However, PHE do not recommend routinely taking temperatures.</p> <p>If the school has a confirmed case of COVID-19 the Headteacher will immediately contact The London Coronavirus Response Cell on 0300 303 0450, who will advise what to do regarding the closing down of bubbles or the school.</p> <p>Updated advice – if a positive case is confirmed school to call DfE's helpline 0800 046 8687</p> <p>Updated guidance – schools to identify known close contacts of any positive cases and use this to establish whether there is a need for bubbles to self-isolate. The LRCR has produced a resource pack for schools to use in the event of a positive case.</p> <p>Schools are to contact the LCRC on 0300 3030450 if the following occur:</p> <ul style="list-style-type: none"> <li>• 10% or more of a bubble is affected within 14 days</li> <li>• 10% or more of staff are affected within 14 days</li> <li>• 3 or more bubbles are affected</li> <li>• If there have been any admissions to hospital</li> </ul> <p>Staff members who have helped a child with symptoms and any pupils in close contact do not need to go home unless they too develop symptoms.</p>				
2	<b>Cleaning Hands</b>	<p>Regime for pupils and staff to clean hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hand are covered</p> <p><i>(Latest government guidance: "It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap</i></p>	<p>Soap purchased</p> <p>Sanitiser purchased – can also encourage the older children to bring in their own hand gel as many were doing before lockdown.</p>	✓			✓

		<p><i>employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides")</i></p> <ul style="list-style-type: none"> <li>• Secure proportionate supplies of soap and hand sanitisers.</li> <li>• Prioritise hand washing over use of sanitisers.</li> <li>• Pupils to wash hands on arrival; end of lessons and playtimes; before and after eating, after using shared equipment such as bikes etc.</li> <li>• Pupils to remove masks on arrival and put in own bags.</li> <li>• Sanitisers at key points around the school where there is not a sink nearby.</li> <li>• Reminders to children in assemblies, through games and songs, and other fora about how to wash hands thoroughly and to not touch mouth, eyes and nose. Consider use of e-bug and PHE schools resources. So that this becomes 'part of the school culture'.</li> <li>• Plan how to help children and young people who have trouble cleaning their hands independently.</li> <li>• Encourage parents to consider washing pupils clothes where possible at the end of a school day – uniform that can't be regularly washed should be avoided</li> <li>• Teachers should wash their hands before and after handling children's books</li> <li>• Teachers must explicitly teach children about health and hygiene</li> </ul>	<p>Staff to have a list of times when children must wash hands and a tick list to ensure these are adhered to:</p> <ul style="list-style-type: none"> <li>• When arrive at school</li> <li>• Before play</li> <li>• After play</li> <li>• Before lunch</li> <li>• After lunch</li> <li>• Before home time</li> </ul> <p>These indicate the minimum number of times children should wash hands.</p> <p>Children should also wash hands after using shared equipment <b>and books.</b></p> <p>Large water containers purchased for additional water sources</p> <p><b>School has installed 2 handwashing troughs/basins in the playground. One by each of the water fountains, in order to increase the areas for handwashing.</b></p> <p><b>School to continue to monitor whether there are enough handwashing facilities for use.</b></p> <p>Staff to use hand-washing songs/posters and to demonstrate to the children the correct way to wash their hands.</p> <p>Posters to be produced and displayed around the school</p> <p><b>School to continue to ask parents for kitchen roll, soap and hand sanitiser and school to source additional paper towels for hand-drying.</b></p> <p><b>Mrs Quinn will use hand sanitizer for some of her classes if she has them before or after playtime. She may also use hand sanitizer with one of the classes before they go home to avoid the class moving around the school to go and wash their hands.</b></p> <p><b>Classes can substitute sanitizer for a handwashing session</b></p>				
3	<b>Respiratory Hygiene and PPE</b>	Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed:	PPE has been purchased for use by first aiders and staff if they need to change a child.	✓			✓

	<ul style="list-style-type: none"> <li>• if your staff provide intimate care for any children or young people; and</li> <li>• for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care (where a distance of 2 metres cannot be maintained) until they can return home.</li> </ul> <p>Ordinary and <u>routine</u> PPE for nappy changing etc For pupils who routinely spit, PPE only necessary used at other times.</p> <p>Dispose of PPE in a double bag</p>	<p>Full PPE is available for any adult supervising a child who is displaying symptoms of COVID19. Further kits are available through a dedicated Amazon account  <a href="https://www.amazon.co.uk/b/?node=21243381031&amp;ref=b2b_acq_email_partner_lrf_c19_nta_uk_001">https://www.amazon.co.uk/b/?node=21243381031&amp;ref=b2b_acq_email_partner_lrf_c19_nta_uk_001</a></p> <p>Whilst the wearing of masks is not advised in schools, there is the possibility of lunchtime supervisors wearing masks if they wish to (especially as they may be required to support a child with cutting up of their food).  The guidance for the wearing of face masks in schools has recently changed and allows for Headteachers (particularly in secondary schools) to make decisions as to whether face masks should be worn, especially in areas where it is difficult to maintain social distancing.</p> <p>If a member of staff wishes to wear a face mask in a communal area of school (e.g. in the staff room etc) then they may wear one. Masks do not need to be worn in classrooms.</p> <p>Primary school children do not currently need to wear masks.</p> <p>Children who arrive wearing a mask will be allowed to keep it on, providing they follow the correct rules for storage and use</p> <p>Whilst the wearing of masks in communal areas in secondary schools is now compulsory, this is not necessary in primary schools.</p> <p>Ensure the first aid bin is emptied more regularly than usual.</p> <p>All PPE/materials used for first aid/changing a child to be double-bagged and disposed of in the normal way.</p> <p>Parents have been asked to wear face coverings when they drop off and collect children</p>				
	<p>Ensure good respiratory hygiene – promote the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> <li>• Reminders to pupils about use of tissues, or use of elbow, to cough or sneeze.</li> <li>• Lidded bins</li> </ul>	<p>Signs to be displayed in school to promote catch it, bin it, kill it.</p> <p>Communication to all parents about providing their child with tissues</p>	✓			✓

		<ul style="list-style-type: none"> <li>Tissues in all classrooms and spaces where staff work.</li> <li>Regular emptying and securing of bin waste (double bagging, at least daily, waste to be kept separate for 72 hours).</li> <li>Windows to be open in classrooms during daytime.</li> <li>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>Carry out risk assessments for some children with complex needs (eg those who spit or use saliva as a sensory stimulant) and those who work with them, but this should not be a reason to deny face to face education.</li> </ul>	<p>Lidded bins purchased – contents to be double-bagged and disposed of in the usual way</p> <p>Windows to be open</p> <p>Door stops purchased and any non-fire doors to be propped open.</p> <p>Door handles to be wiped more frequently.</p> <p>All classrooms have anti-viral spray/cloths and/or wipes available for use throughout the day.</p> <p>Conduct risk assessments for children with complex needs to ensure the safety of their LSAs.</p> <p>LSAs have been given the opportunity to wear face coverings or visors if they wish to</p> <p>Intimate care packs have been produced containing wipes, anti-bacterial wipes, masks, aprons and nappy sacks.</p>				
4	Cleaning the Environment	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <ul style="list-style-type: none"> <li>Revise cleaning protocols for cleaning contractors and premises staff that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (eg desks / chairs / keyboards / photocopiers / musical instruments / kitchens / specialist equipment).</li> <li>Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, bannisters etc).</li> <li>Clean frequently touched surfaces more often than normal, using standard products.</li> <li>Consider use of anti-bacterial wipes for staff to use themselves at key points.</li> <li>During the day (when contracted cleaners are not on site) arrange for cleaning of frequently touched objects as appropriate and according to timetable children are in school.</li> <li>Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources.</li> </ul>	<p>Cleaning products have been purchased and will be available in all rooms where children are being taught.</p> <p>Staff, if happy to do so, will be asked to clean surfaces and door handles.</p> <p>If not happy to do so then IR and JO will do this.</p> <p>Anti-bacterial wipes purchased for easy use.</p> <p>HT met with site manager to identify key touch points – a list and schedule has been drawn up. This has been updated to reflect the use of the whole school building.</p> <p>Cleaners to be informed that all areas of the school are now in use.</p> <p>All cleaning staff have received additional training as confirmed by Julius Rutherford</p> <p>Water fountains are now added to the enhanced cleaning schedule. As water in the classrooms is not drinking water children will still need to use the water fountains to fill up their water bottles if needed but they</p>	✓			✓

			are not to use the fountains to drink from. Signs are clearly displayed.				
		<p>Decide on policy related to usually shared items (for example, books, toys, practical equipment).</p> <ul style="list-style-type: none"> <li>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</li> <li>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, and malleable toys like play dough).</li> <li>Keep all surfaces clear for ease of wiping down.</li> <li>Reduce the amount of toys in one box.</li> <li>Daily rota for cleaning toys, especially those that have the potential to be mouthed e.g. plastic home corner cups, forks, pretend fruit and vegetables etc.</li> <li>Wash resources in Milton sterilising fluid. (Used generally to sterilise baby's feeding accessories, rattles etc. in only 15 minutes- there is no need to rinse toys/sides afterwards as it is completely safe for children).</li> <li>If using outdoor equipment, organize cleaning between groups, otherwise consider not using.</li> </ul>	<p>Learning environments to be sorted to ensure that only essential items are on display for use.</p> <p>Soft toys/furnishings to be limited but can now be used.</p> <p>Toys to be wiped more frequently.</p> <p>Clean parts of the trim trail touched by hands (especially monkey bar handles) after each group has used them – children to wash hands before and after play times. Rota devised – only one bubble at a time allocated to the trim trail and climbing wall. Anti-bacterial spray machine has been purchased to spray the equipment easily.</p> <p>See Beth/Kim's risk assessment regarding library books and other books. Library to be closed to children – TAs to have a timetable to enable them to change books The library have 5 boxes and books are placed in the relevant box according to the day of return to ensure 72 hours of quarantine before being placed on the shelves again.</p> <p>Computers/Laptops/IPads to be wiped before and after use. Children to wash hands before and after use.</p> <p>Increased cleaning of toilets and communal touchpoints throughout the day as more children/staff using them</p> <p>Staff toilet on Mezzanine level now in use</p> <p>Carpet area may be used but children should have set spaces.</p>	✓			✓
5	Altering the environment and organization to minimise contact	<p><b>Overall organisation of the school:</b></p> <p>Decide the physical and organisational structures needed to limit risks and keep groupings ('bubbles') while recognizing the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> <li>Maintain records of who is in what bubble/group (to support Track and Trace)</li> </ul>	<p>Bubbles to be Year group bubbles. The majority of the time children will be in class bubbles, but year group bubbles allow for Reception outside area to be shared, for TAs to work across year groups and for easier playtime and lunchtime organization.</p> <p>Rotas devised ensuring that bubbles have their own space and don't mix with others</p>	✓			✓

		<ul style="list-style-type: none"> <li>At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19)</li> <li>Consider how you may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, Endeavour to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits.</li> <li>Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups)</li> <li>Avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Use outside space for breaks.</li> <li>Plan for appropriate lessons or classroom activities to take place outdoors.</li> <li>Look at fire drill in light of new organisation and practice,</li> </ul>	<p>Staircases are labelled to minimize the number of children using each one.</p> <p>Drop off staggered – with one-way system e.g. drop at Faraday Road, exit via Effra Gate</p> <p>IR to continue to record worship, but a rota will be devised to ensure that each year group has one 'live' worship at least every other week.</p> <p>Play/lunch times staggered – bubbles will have their own areas in the hall – maximum of 3 bubbles at one time, spaced out. Only one bubble at a time will be allowed to queue up</p> <p>Children to bring in own pencil cases from Year 1 upwards</p> <p>Desks to be forward facing or at right angles to minimize risk of infection, and to be spaced as far apart as possible, but 2m is now not required. Children should be forward-facing and/or side by side for the majority of the time. For Guided Reading sessions children should remain side by side if possible, with the staff member at right angles.</p> <p>Carpet space may be used but children should have set spaces.</p> <p>Water fountains – as water in the classrooms is not drinking water children still need to use the water fountains to top-up their water bottles. Fountains can still be used to top up water bottles but will be wiped more frequently. Children to be encouraged to wash their hands after use.</p> <p>Start times and end times are staggered. Cones will mark where children need to wait, ensuring social distancing between bubbles. Parents drop their child, either at the Faraday Gate, or they enter the playground, drop their child, and then exit via Effra Road Gate.</p> <p>Collection times to be staggered. Reception/Year 1 to be dismissed from classroom doors. Year 2/3 to be dismissed from the playground.</p>				
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			Year 4/5/6 to be dismissed from the front of the school using the Small Hall door, and the car park door.				
	<b>Measures within the classroom</b>	<ul style="list-style-type: none"> <li>Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from children when circumstances allow, especially if they are moving between groups.</li> <li>Avoid close face to face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care)</li> <li>Support older children to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow.</li> <li>Seat pupils side by side and facing forwards, rather than face to face or side on</li> <li>Move unnecessary furniture out of classrooms to make more space</li> <li>Plan for resources (eg pencils, pens) to not be shared.</li> <li>Pupils only bring in what is necessary (though books can be taken home)</li> </ul>	<p>Rearrange classrooms to allow as much space as possible between tables/desks. Desks should be forward facing, or at right angles to each other, except in EYFS/Year 1, who will still have tables in groups.</p> <p>Staff to avoid close face to face contact with children and minimize time spent within 1 metre of anyone.</p> <p>It is recognized that for some staff working with children with complex needs it will not be possible to maintain the social distance – in these cases it is more important to ensure thorough handwashing and cleanliness. These staff have been offered the opportunity to wear face coverings.</p> <p>Children to bring own pencil cases to school from Year 1 upwards</p> <p>For children old enough, they will be supported to maintain distance and not touch staff and their peers where possible – children from Year 2 upwards to be spoken to by their classteacher at the start of term.</p> <p>Unnecessary furniture to be removed from the classrooms</p> <p>Book corners may now be used. Children should wash their hands before and after reading books.</p> <p>Marking – keep marking to a minimum. Children’s work books can be handled – teachers to wash hands before marking, and consider using gloves when handling multiple books.</p> <p>Open windows as much as possible to ensure good ventilation</p>	✓			✓
	<b>Staff communal areas</b>	<ul style="list-style-type: none"> <li>Rearrange staff room to facilitate social distancing.</li> <li>Agree use of staff room, minimizing time staff congregate in there.</li> <li>Agree protocols for use of staff toilets (again to minimize contact).</li> </ul>	<p>There are 3 staff communal areas and a number of different toilets. Staff will no longer be allocated a space/toilet but must ensure that they are observing social-distancing. Staff will be permitted to wear face coverings in communal areas should they wish to.</p> <p>Wipes have been purchased for staff toilets.</p>	✓			✓

			Open windows as much as possible to ensure good ventilation				
	<b>Reception area</b>	<ul style="list-style-type: none"> <li>Consider screen to protect visitors and staff in the reception area.</li> </ul>	<p>Use available glass panels – only open a small amount.</p> <p>Limit the number of people in the Reception area at any one point – office to be closed for parents, unless in an emergency</p> <p>Office door to be kept open, and a table to be placed in the doorway. Children can leave letters/registers on the table thereby minimizing the number of people entering the office area.</p> <p>The office has been cleared of all non-essential items.</p> <p>Signs for deliveries to be displayed about not entering the building if they display any of the symptoms</p> <p>A mobile office is to be set up near the Faraday Road Gate for the first 2 weeks of term, to answer any questions, to limit the number of parents needing to enter the office</p> <p>Open windows as much as possible to ensure good ventilation</p> <p>School has downloaded the NHS Track and Trace QR code for visitors to check-in with. A sign is in the Office area giving instructions to visitors about our COVID measures. Anyone who is unable to use the QR code must provide contact details.</p>	✓			✓
	<b>Dining room</b>	<p>(Note 14 May 2020 guidance “If class groups take staggered breaks between lessons, these areas (shared areas such as dining halls) 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”)</p> <ul style="list-style-type: none"> <li>Stagger lunchtimes; use the dining hall at maximum half capacity.</li> <li>Work with contractor to ensure meals are able to be prepared and served safely.</li> <li>Consider screens at servery.</li> <li>Place 2m markers on floor to support queuing at lunchtime.</li> <li>Clean tables between sittings</li> <li>Consider lunch in classrooms.</li> </ul>	<p>Lunchtimes staggered and dining room divided into 6 areas to allow for social distancing. Children eat with their bubble.</p> <p>Play/lunch times staggered – bubbles will have their own areas in the hall – maximum of 4 bubbles at one time, spaced out. Only one bubble at a time will be allowed to queue up – markers will indicate where children stand.</p> <p>Lunchtime staff to keep 2m away and possibly be offered PPE to wear (especially as some staff are concerned that they are of BAME origin)</p> <p>Markers on floor when queuing</p>	✓			✓

			<p>Kitchen staff are already at a safe distance away from children. Kitchen staff to wear gloves. Kitchen staff to follow the guidance from Chartwells. Children have to collect the food rather than it being handed to them by the kitchen staff. Chartwells have conducted their own risk assessment – copy to be obtained</p> <p>Tables to be cleaned between sittings and between bubbles</p> <p>Tables to be set to avoid children putting their hands in the cutlery pots.</p> <p>One way system in hall, and an extra plate clearing station to be set up to avoid bubbles mixing.</p> <p>Hall doors to be pushed back each day to increase the space in the hall.</p> <p>See separate rota for lunchtimes.</p> <p>Open windows as much as possible to ensure good ventilation</p>				
	<b>Safety messaging</b>	<ul style="list-style-type: none"> <li>Agree how safety measures and messages will be displayed around school – in every classroom, toilets, at main entrance and staff room.</li> </ul>	Safety messages to be on display in every classroom, every communal area, toilets and at every entrance to the school	✓			✓
	<b>Beginnings and ends of days</b>	<ul style="list-style-type: none"> <li>Stagger start times for groups of pupils.</li> <li>Identify exit/entry points for children, minimizing contact with other children and families; if possible these points should be through an outside door directly to classrooms.</li> <li>Consider markings at entry points to support social distancing on arrival.</li> <li>Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <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> <li>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</li> <li>Communicate with parents and young people so they are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel.</li> </ul>	<p>Clear communication to be sent to parents to inform them of:</p> <p>The one-way drop off system (enter via Faraday gate and exit via Effra Gate)</p> <p>The staggered times for each year group – if children in more than one year group they come at the earlier time</p> <p>Only one adult to drop off/collect if possible and no siblings</p> <p>Year 5 &amp; 6 parents to drop children away from school allowing the children to enter school unaccompanied</p> <p>Drop off points to be clearly displayed if they are different to the usual classrooms</p>	✓			✓

		<ul style="list-style-type: none"> <li>Establish process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them</li> </ul>	<p>Explain the collection protocol and staggered collection times</p> <p>Not gathering at the school gates for a chat and to maintain social-distancing at all times</p> <p>Parents/carers have been encouraged to wear face coverings at drop off and pick up times.</p>				
	<b>Contractors and other visitors</b>	<ul style="list-style-type: none"> <li>Clear guidance required for visitors regarding school's processes for social distancing and hygiene</li> <li>Minimise visitors coming into school where possible but therapists, supply staff and other temporary workers can move between schools though longer assignments may be considered; ITT trainees encouraged.</li> <li>Organise visits out of school hours where possible.</li> <li>Keep a record of visitors</li> <li>Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.</li> <li>Agree approach to any scheduled or ongoing building works, and how to organise social distancing measures.</li> </ul>	<p>School office to be closed to parents unless in an emergency, and only to be open for deliveries etc (delivery drivers are already using social distancing measures).</p> <p>Have signage up in school office and hand sanitizer available</p> <p>Sign-in sheets in use to record all visitors, including a space for contact number to enable us to contact visitors in the event of a confirmed case of COVID.</p> <p>Visitors to be encouraged to wear face coverings when visiting school.</p> <p>Guidance regarding Governor meetings states the following:</p> <p>Our guidance does not prevent governors or trustees going into schools. When considering how to organise visits from governors or trustees, schools will need to consider their own risk assessments and how they will protect the health and safety of any visitors alongside staff and pupils, in line with our guidance. Our guidance explains that schools should consider how to manage visitors to the site and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>If your visits can happen outside of school hours, they should. A record should be kept of all visitors. Depending on their risk assessment, schools may choose to continue to host governor meetings virtually.</p> <p>We will endeavour to limit the number of additional adults entering the school in order to reduce the risk of transmission. Currently, parents will not be permitted</p>	✓			✓

			<p>to come into the school building, unless they have a pre-arranged appointment.</p> <p>School will consider holding parent/teacher meetings virtually in the Autumn term.</p> <p>Visitors supporting the health/educational needs of a child e.g. SALT/OT, will be allowed to come into school.</p> <p>School has downloaded the NHS Track and Trace QR code for visitors to check-in with. A sign is in the Office area giving instructions to visitors about our COVID measures. Anyone who is unable to use the QR code must provide contact details.</p>				
	<b>Corridors etc</b>	<ul style="list-style-type: none"> <li>Consider 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>	<p>Year 5/6 to use the Year 6 staircase Years 2/3/4 to use the red staircase Dividers to be placed in corridors.</p> <p>NB Government guidance says that it is OK for groups to pass each other in the corridors</p> <p>Open windows as much as possible to ensure good ventilation</p>	✓			✓
	<b>Toilets</b>	<p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <ul style="list-style-type: none"> <li>Agree rules for pupils on use of toilets, limiting access at any given time.</li> </ul>	<p>Although guidance now suggests that different bubbles can use the same toilets we will continue to try and keep bubbles as separate as we can.</p> <p>Each bubble to have allocated toilets which will be labelled.</p> <p>Nursery to use nursery and clean at end of each session</p> <p>Reception can all now use Reception toilets</p> <p>Year 1 block can either stay as it is or revert to boy/girl toilets.</p> <p>Year 6 to continue to use outside toilet.</p> <p>All toilets to be cleaned at mid-morning, lunchtime and after school.</p>	✓			✓

			<p>Children to only use toilets one at a time to ensure bubbles do not mix. Markers will indicate where children need to wait outside the toilets.</p> <p>Year 2/3/4/5 to use main block upstairs. At lunchtime, children will use their labelled toilet block.</p> <p>At lunchtime 1/2 use Year 1 block 3/4 use upstairs block 5/6 use outside toilets Reception use Reception toilets</p> <p>Open windows as much as possible to ensure good ventilation</p>				
6.	<b>Specialist subjects</b>	<p>PE: Important to continue including work with external coaches, clubs and organisations for curricular and extra-curricular activities where school is satisfied that this is safe to do so.</p> <ul style="list-style-type: none"> <li>• Avoid contact sports</li> <li>• Outdoor PE where possible (or large indoor spaces)</li> <li>• follow guidance from Association for Physical Education ()</li> </ul> <p>DT and science: Follow CLEAPSS guidance</p> <p>Music</p> <ul style="list-style-type: none"> <li>• Reduce risk by physical distancing and playing outside wherever possible</li> <li>• positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> <li>• No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>	<p>NEAT coaches and class teachers to ensure no contact sports are played, and to use the outside space as often as possible. The hall only to be used when raining.</p> <p>French and other PPA subjects can be taught across multiple bubbles, but social-distancing should be adhered to as much as possible.</p> <p>Guidance has been updated to allow for 'quiet' singing, with children either sitting back-to-back, or side by side. Ideally, the number of children should be limited, but the guidance does not give a maximum number of children. Singing should take place in a well-ventilated room – the small hall to have doors/windows open at all times when singing is taking place. <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></p> <p>Performances – guidance states that these are allowed but with strict social-distancing measures in place – in Autumn term no school performances to take place, unless guidance changes, in order to limit the number of additional adults in the building. Space does not allow for school to strictly adhere to social distancing measures.</p>				
7.	<b>Transport to school</b>	<ul style="list-style-type: none"> <li>• Schools should work with partners to consider staggered start times where possible to enable more journeys to take place outside of peak hours.</li> <li>• Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible (e.g. use of 'walking buses')</li> </ul>	<p>School part of School Streets scheme. There will be restricted access to Faraday and Effra Roads. Update – this will now not start at the beginning of term but Merton hope to roll it out throughout the Autumn term.</p>	✓			✓

			Families to be encouraged to walk/scoot/cycle to school.				
8.	Breakfast and after school club	<ul style="list-style-type: none"> <li>Agree when breakfast clubs and after-school clubs can start to operate.</li> <li>Plan for pupils to stay in bubbles/groups they are normally in, otherwise keep groups small and consistent.</li> </ul>	Breakfast Club and After-School club to be in operation. See separate risk assessment.	✓			✓
9.	School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	<p>All trips to be thoroughly risk-assessed at least 6 weeks beforehand. Headteacher/Class teacher to conduct the risk assessments.</p> <p>School is not conducting any trips during the lockdown.</p>	✓			✓
10.	Staff workload and wellbeing (teachers, support staff and non-teaching staff)	<ul style="list-style-type: none"> <li>Through Audit of staff, identify staff who can't return to school (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).</li> </ul>	<p>Majority of staff now back at work. From September only one member of staff will not be able to work in school. She will work from home until the end of September.</p> <p>All staff are now back in school</p> <p>One member of support staff has received a letter informing her that she is clinically extremely vulnerable – she will work from home until the end of the lockdown.</p>	✓			✓
		<ul style="list-style-type: none"> <li>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</li> </ul>	Staggered start times for children will not be hugely different to usual – flexible working arrangements should not be necessary, but this should be kept under review.	✓			✓
		<ul style="list-style-type: none"> <li>Agree staff workload expectations (including for leaders), and use Annex B of the Planning Guide to agree principles with staff.</li> </ul>	<p>The rota system and provision of PPA should hopefully ensure that staff workload is no more than if we were at school. Staff meetings to be reduced/cancelled. Staff to be encouraged to leave as early as possible to avoid peak travel times.</p> <p>Staff workload to be monitored and kept under review.</p>	✓			✓
		<ul style="list-style-type: none"> <li>Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).</li> </ul>	<p>All staff 'training' will be conducted via email/Zoom calls, or in socially-distanced spaces e.g. small hall.</p> <p>More staff training to be conducted in phases or year groups, to reduce the number of interactions between staff in different bubbles.</p>	✓			✓
		<ul style="list-style-type: none"> <li>Put in place measures to check on staff wellbeing (including for leaders).</li> </ul>	<p>Phase leaders to check in on their teams. Teachers to check in on TAs. Izzy to check in on SLT members.</p> <p>Anne to check in on LSAs.</p>	✓			✓

			Open door policy to continue and staff to be encouraged to share any concerns.				
11.	Children and parents	<ul style="list-style-type: none"> <li>Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. Reference Annex A of the Planning Guide.</li> </ul>	Behaviour policy is the same, but with an addendum stating that deliberate spitting may result in a fixed term exclusion.	✓			✓
		<ul style="list-style-type: none"> <li>Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance, and the Planning Guide – only if able to keep children within the groups they are in during the day or safely distanced), and under what terms.</li> </ul>	<p>No Activity Clubs will be in operation for at least the first half term.</p> <p>Decision has been made not to start activity clubs until at least January 2021</p> <p>Lunch club will not be running for the first half term at least. Lunch club will not start until January 2021 at the earliest.</p> <p>Parents to be encouraged to limit the number of out of school settings their child attends to reduce the risk of transmission from different groups of children.</p> <p>Children in nursery, who also attend another setting, will be allowed to do so, as long as school is confident that the other setting has control measures in place.</p>	✓			✓
12.	Pupil wellbeing	<ul style="list-style-type: none"> <li>Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) referring to LA guidance as needed.</li> </ul>	<p>Majority of children will have been back in school prior to the summer holidays which will be beneficial in September. Class teachers to ensure children are supported as needed.</p> <p>ELSA to be available</p> <p>PSHE lessons to focus on wellbeing</p> <p>TAMHS worker/EWP available</p>	✓			✓
		<ul style="list-style-type: none"> <li>Work with local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</li> </ul>	TBC if needed	✓			✓
13.	Other considerations	If your whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned. Detailed DfE guidance here <a href="#">managing school premises during the coronavirus outbreak</a>	N/A	✓			✓
14.	Attendance	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Communicate expectations re attendance to parents throughout the summer.</li> </ul>	In communication to parents attendance will be stressed. Parents, who have anxieties about their child returning, will be encouraged to email the Headteacher, who will contact them on an individual basis.	✓			✓



		<ul style="list-style-type: none"> <li>Identify pupils who might be anxious about returning and develop plans to engage them: especially PA children, those who haven't engaged with school during partial opening.</li> <li>Use catch up funding for strategies to re-engage for attendance.</li> <li>Work with relevant professionals</li> </ul>	<p>Parents to be given details of the measures that will be in place in school to alleviate their fears.</p> <p>EWO to be contacted if needed</p> <p>Welcome back Bulletin on 02.11.20 stressed that school would be open throughout the lockdown and that attendance at school was expected.</p>				
<b>15.</b>	<b>Contingency planning for outbreaks</b>	<p>In the event of a local outbreak it may be necessary to terminate a group's or full school attendance.</p> <p>Plan as far as possible according to Section 5: Contingency planning for outbreaks of the 'Guidance for full opening' (focus on remote learning).</p> <p>Schools will also need to have regard to new guidance that would be issued in the case of a wider local outbreak.</p>	<p>School to continue using the learning platform for homework, and other information, so that it could be easily used again for remote learning, should there be a local lockdown.</p> <p>Guidance states that schools to be ready to switch to remote learning should a group/bubble have to self-isolate. Staff meeting time to be allocated to ensure staff are ready for this.</p> <p>Remote Learning Policy has been written</p>	✓			✓



**GROWING TOGETHER AS CHILDREN OF GOD**